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Activities of the Southwest Educational Development Laboratory are aimed at meeting the special educational needs of Mexican Americans, Negroes, and Acadian French located within the operating radius of the laboratory. Improved curricular offerings directed specifically toward the regional minorities in Texas and Louisiana have been introduced by the laboratory in science, mathematics, social science, and language arts. Demonstration centers have been established in the 2-state region to speed adaptation of model programs in particular community environments. In addition to curricular improvement, a project aimed at determining the effectiveness of inservice training programs for teachers of the disadvantaged in this region is also underway. (DA)

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SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
Suite 550/Commodore Perry Hotel/Austin/Texas 78701

ANNUAL REPORT

HIGHLIGHTS OF A REPORT PREPARED FOR SUBMISSION TO THE U. S. OFFICE OF EDUCATION

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Executive Director

Edwin Hindsman

Institutional Members and Friends
of the Southwest Educational Development Laboratory:

Following are excerpts from the Annual Report of the Southwest Educational Development Laboratory's activities from September 1966 until September 1967. This edition of the Annual Report also has been updated to include accounts of program activities between September and November 1967.

To the hundreds of persons in Louisiana and Texas who have worked with the Laboratory to alleviate inequities in education caused primarily by cultural differences and conflicts, we present this report of program activities of the Laboratory.

Edwin Hindsman

Edwin Hindsman
Executive Director

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INTRODUCTION

Without an adequate education, the child of the Space Age becomes the flotsam and jetsam of a world which has no welcome mats for the uneducated and few doors that push open. Aware that democratic processes, as well as individual fulfillment, are weakened by ignorance, poverty, and apathy, the Southwest Educational Development Laboratory chose for its problem focus Intercultural Education and chose for its commitment the alleviation of inequities in education caused by intercultural conflict and differences in language and cultural backgrounds.

The aimless state of many of our youth, characterized by absence of motivation and goals, has dramatized the need for educational concern about instructional methods and curricula that appeal to the requirements and interests of children isolated from the mainstream. The out-group child (as distinguished from the status-bearing, in-group child) may appear to be "disenchanted" with school when --- because of his home and social background and the failure of the schools to provide creative teaching for him --- he really has never been "enchanted" with the world of learning.

The Laboratory is committed to accelerating desirable educational changes by developing and demonstrating models for creative teaching, curriculum design, and school organization that satisfy the requirements of children who historically have been outside the main channel of educational and economic opportunity in Texas and Louisiana.

By forming new arrangements with older institutions and by gathering together a brain trust of creative educational leaders, the Laboratory is developing, testing, and demonstrating more comprehensive approaches to educational opportunity than were ever possible before in this Region.

While the yeastiness of this endeavor comes from within the Region, the financial impetus has come from the U. S. Office of Education through Title IV of the Elementary and Secondary Education Act. The Laboratory's problem focus is on Regional problems, but its potential significance extends far beyond the boundaries of Louisiana and Texas.

The Laboratory received a six-months development contract on June 1, 1966. Its first months were spent identifying resources within the Region, recruiting institutional memberships in the Laboratory, developing a professional staff, and working with Regional and area advisory groups to keep the Laboratory's directions on target.

In September, 1966, the Laboratory presented its first Progress Report to the U. S. Office of Education in Washington. The following report covers the year since that first report, with specific projections to December 1, 1967, and general projections to December 1, 1968.

PROGRAM PLANNING

With accelerated funding resulting from U. S. Office of Education approval of the Laboratory's planning strategy, the staff by October 1, 1966, launched Regionwide committees to plan programs in five specific areas --- Improvement of Education for the Negro American, Improvement of Education for the Mexican American, Curriculum Development for Cultural Groups, Applications of Technology, and Interdisciplinary Studies in Intercultural-International Education. More than 350 specialists in these fields participated in the planning activities.

In each of these areas of educational concern, persons were identified who had broad experience and records of innovative work. Regional teams were activated to plan long range efforts. Their specific assignments were to design innovative and exemplary activities for the alleviation of educational problems already identified.

The Regional planning teams were organized with the following structure:

Planning Committee (ad hoc, appointed by the Laboratory)

> This small group (three to five members) had the responsibility for developing and presenting documents for consideration by a larger Regional group called a Steering Committee.

Steering Committee (appointed by the Laboratory on the recommendation of the Planning Committee).

This committee (20 to 35 members) was representative of the interests, capabilities, and institutions of the Region, and gave guidance to a particular program effort.

Executive Committee (appointed by the Laboratory on the recommendation of the Steering Committee).

This committee (seven members or fewer) was designated by the Steering Committee to represent them as a working, policy formation group to assume major responsibility for planning programs.

An important aspect of this committee strategy was the recruitment by the Laboratory of Regionwide resources to help formulate a Laboratory program. This was done to keep in perspective two facts --- that the Laboratory has Regional responsibilities and that it is not a funding agency, but an institution that develops and demonstrates innovative educational programs.

While each of the proposed programs had a Regionwide planning committee organized in the same general format, the groups developed in various ways. For example, the Steering Committee for the Demonstration Program for Improvement of Education of the Negro American identified three major areas needing attention --- pupil motivation, parental involvement, and staff development --- and divided into three groups accordingly.

Separate committees were appointed for four areas of Curriculum Development for Cultural Groups --- Language-Bilingual Education, Mathematics, Sciences, and Social Studies.

The other three major committees --- for the Demonstration Program for Improvement of Education for the Mexican American, for Applications of Technology, and for Interdisciplinary Studies in Intercultural-International Education --- also developed in individual ways, with the committees adapting themselves to the tasks before them.

The committees worked diligently from October 1, 1966, until February 1, 1967, preparing specific program recommendations.

In December, 1966, the U. S. Office of Education delayed contract negotiation and annual funding until March 1, 1967, awaiting a report from a national committee studying the Regional Laboratories, headed by Dr. Francis Chase. On December 1, 1966, the Southwest Educational Development Laboratory received a three-month extension of its existing contract.

During the three-month extension period, the Laboratory staff followed an optimistic course and "worked like the farmer expecting rain." Program development was refined, prospective staff members identified, and all systems were "go" when the Laboratory's Executive Director negotiated a 21-month contract with nine-month funding effective March 1, 1967.

Criteria for Approval of Programs and Allocation of Resources were developed by staff and approved by the Board of Directors. These criteria were applied to the programs, and program specifications with budget allocations were developed and recommended to the Board of Directors.

An operational design and allocation of funds for four major program areas --- Curriculum Development for Cultural Groups (Language-Bilingual Education and Mathematics), Demonstration Program for Improvement of Education for the Negro American, Demonstration Program for Improvement of Education for the Mexican American, and Applications of Technology --- were approved by the Board of Directors on April 28 at a meeting in New Orleans.

In accordance with staff recommendations, the Board of Directors agreed that programs in the areas of Science and Social Studies were not ready to become operational, but asked that program planning activities continue in these areas. Also, the Board decided that Interdisciplinary Studies in Intercultural-International Education should be developed as an administrative device for Laboratory staff development and for exploratory activities in *international education program development*, rather than designating this as a "Program" in the same sense as other approved Programs. The Board directed the staff to develop more detailed plans for the implementation of these program areas for review by the Executive Committee.

PROGRAM IMPLEMENTATION

The staff and Board of Directors have the continuing counsel of the 24-member Regional Citizens Advisory Committee on Intercultural Education, the nine-member Regional Technical Advisory Committee, and nine Area Advisory Councils (24 members each). While the staff and the Board are not bound to follow suggestions from these groups, the dialogue with them and the periodic feedback from them have been most constructive as program planning proceeded. Many decisions have been influenced by the counsel of these groups.

With the approval of budget and programs by the Board of Directors, the Executive Director moved immediately to appoint Program Directors and other key staff members to implement the programs.

A year ago, the Laboratory had 15 professional staff members and occupied only 2,709 square feet of office space on the fifth floor of the Commodore Perry Hotel in Austin. Now the Laboratory has a staff of 35 professional persons and occupies 7,788 square feet, the entire fourth floor and almost all of the fifth floor of the Commodore Perry Hotel.

A year ago, the Laboratory program consisted of a set of blueprints and a high resolve to turn its unique position in the educational community toward the solving of certain pressing Regional educational problems. Now the Laboratory is actively engaged in both Texas and Louisiana in the demonstration of meritorious ways of teaching and learning.

With 756 institutional members, the Laboratory's impact on the Region is much greater than providing exemplary programs for the children in the demonstration programs. As the work of the Laboratory becomes diffused throughout the Region, teachers and administrators who observe these programs are extending their benefits to thousands of children. In addition, there has already been clear evidence that institutional priorities and programs have been influenced by the Laboratory.

As Program Directors were appointed, they began identifying possible demonstration sites. Criteria for the selection of program sites included the availability of qualified personnel, enthusiasm of school officials for innovation and experimentation, accessibility of target populations, adequacy of facilities, and ability to commit Title I (ESEA) and other funds to this use.

After identification came negotiation. Letters of agreement between the Laboratory and local school districts spelled out the specific responsibilities of the Laboratory and the cooperating institutions.

The operational programs now include Curriculum Development for Cultural Groups, Demonstration Programs for Cultural Groups, and a program for Applications of Technology.

CONTINUING SUPPORT FUNCTIONS

From the beginning, the Regional Laboratories were designed to be independent, autonomous institutions with their own governing structure, responsible for initiating, developing, and implementing programs. This design is in sharp contrast to that of agencies of the government which serve as funding agencies.

In order to build an institution --- in addition to developing the structure for policy determination and sound administrative management --- the Laboratory must provide administrative organizational units to serve the major functions of the Laboratoty which are continuous in nature. Such organizational units and the functions they serve are consistent with the purposes of the Act through which the Laboratories were established and the purposes of this particular Laboratory as stated in the Corporate Charter. The units are organized as Divisions and serve program support functions of Educational Planning and Implementation; Research and Evaluation; Dissemination; and Staff Development --- otherwise referred to as Continuing Support Functions.

Administration, budgeted independently, provides administrative management and supervision of the Divisions providing supporting services to the programs of the Laboratory.

The Divisions of the Laboratory are basic to the effectiveness and continuity of the institution. Problem foci and specific programs may change, but the need for planning, research and evaluation, and dissemination will continue.

Organized as administrative units under the direction and supervision of Associate Directors, with fiscal support allocated from the various programs to be served, the Laboratory Divisions assure the following:

(1) Effective program management planning, dissemination, research, and evaluation.

(2) Effective coordination, interrelating all activities in the Laboratory's various programs.

(3) An efficient organizational structure with functional relationships to insure the employment of Program Planning Budget System approaches.

(4) The efficient use of personnel and funds, with no unnecessary overlap and duplication of services and program activities.

The Laboratory's Continuing Support Functions are:

DIVISION OF EDUCATIONAL PLANNING AND IMPLEMENTATION

The Division of Educational Planning and Implementation coordinates the development and operation of the Laboratory programs. The activities of the Division include: Planning new programs, re-planning present programs in the light of information from program evaluation, managing present programs and developing new strategies and plans.

Since the Division's establishment on May 1, 1967, an outstanding staff has been recruited to fill all authorized positions.

The Division has planned and participated in meetings with Program Directors, Area Coordinators, and supporting personnel to communicate and coordinate programs. Regular weekly meetings have been held with the Executive Director and the Associate Directors. The Division staff has directed the preparation of two status reports on Laboratory programs and the program statements for the Annual Report and Budget Request.

DIVISION OF DISSEMINATION

The Division of Dissemination is the diffusion agent of the Laboratory, seeking to project the Laboratory and its programs into the life stream of education in Texas and Louisiana. Working as a stimulator of change, the Division seeks to encourage meritorious innovations in the schools of the Region.

It does this through systems approaches to the Regionwide utilization of results of demonstrations of exemplary instructional techniques, area conferences, printed materials, and production and presentation of films of important innovations.

Responsible, also, for providing technical services for the production of instructional materials for the programs in Curriculum Development for Cultural Groups, the Division has the capability of producing transparencies, 8mm and 16mm film strips, slides, audio tapes and broadcast-quality video tapes. The staff of the Division works closely with the program directors in the production of these instructional materials, adding their communications skills to the educational skills of the curriculum developers.

Responsible for all printing, television and film production and editing services of the Laboratory, the Division of Dissemination during the past year has produced five issues (circulation 6,000) of a newsletter (PROJECTions), written and distributed 30 news releases to all newspapers and broadcast media in Texas and Louisiana; prepared visuals for hundreds of speeches and presentations; prepared programs for and edited the Proceedings of both the Laboratory-sponsored Texas Conference for the Mexican American and the National Conference of Directors of Regional Laboratories; produced curriculum materials for the Mexican American and bilingual instructional programs; written articles appearing in educational journals; edited numerous reports for staff members; produced a film describing the Laboratory's program emphases; and prepared for publication the first in a Monograph series, "Education and Social Change."

DIVISION OF RESEARCH AND EVALUATION

The Laboratory has undertaken an awesome task in establishing itself as a new institution dedicated to bringing about desirable change related to intercultural education. The role of the Division of Research and Evaluation is to document the scope and nature of such changes, to study the process and effects of the changes, and to provide information which those responsible for planning can use as a basis for modifying previous strategies or developing new ones.

The Division provides technical assistance to Program and Project Directors, facilitating evaluation design, data analysis, and information feedback. The Division also conducts research on the diffusion process and its effects, both direct and indirect, on the educational institutions of Texas and Louisiana.

Some accomplishments of the Division since its inception on May 1, 1967, include (1) developing a staff of seven professional persons representing a broad array of competencies (from municipal research to computer programming), (2) initiating the first phase of a planned sequence of program evaluation activities, (3) initiating a planned sequence of activities designed to improve the evaluation capabilities of all Laboratory staff members, (4) evaluating the 1967 summer Bilingual Institute held at St. Mary's University in San Antonio, (5) designing evaluation for several projects related to the Laboratory's programs such as the Tyler Pupil Appraisal and Early Childhood Center (Title III - Lab - Tyler - T.E.A.) and the Corpus Christi OEO - USOE sponsored "Follow-Through" project, and (6) initiating the development of several multidisciplinary consultant teams to assist in making the model evaluation designs for five specific problem areas. For example, one team is structuring the audio recording of children's language in such a way that structural analysis is possible. The recordings are to be used to document language changes and to compare group with group as well as changes from year to year.

Plans call for completion of a full year of program evaluation by midsummer, 1968. Baseline data are being brought forward from 1963 (before OEO Head Start and other programs for disadvantaged), so that trend changes may be charted into future years.

STAFF DEVELOPMENT

"Intercultural education," aimed at the alleviation of harmful or education-retarding effects of intercultural conflict, is a complex concept which crosses disciplinary boundaries. It requires the assistance of specialists in economics, anthropology, sociology, psychology, political science, history, geography, philosophy, linguistics, and many other fields besides education.

While the Laboratory staff members are competent specialists in one or more fields, they have expressed a need to understand more thoroughly the dynamics of social and cultural change. How does an institution like the Southwest Educational Development Laboratory fit within the historic influences, for example, which separate the United States and Mexico? What can the older Mexican culture contribute to a better understanding of the ethnic problems in South Texas and along the Rio Grande border? Are the educational aspirations of the French-speaking people comparable to those of Spanish-speaking people?

From this need for staff development and the need for an internal mechanism to review and question the basic assumptions underlying Laboratory programs, the Interdisciplinary Studies Committee was organized under the leadership of Dr. John Orr, Professor of Philosophy, Texas A&M University. Consistent with priorities in the national interest, the Laboratory, through the leadership of this Committee, is concerned with International Education Program development.

A conference on "Education and Social Change," was held in Houston for the professional staff members of the Laboratory. Eminent scholars and thinkers delivered papers on subjects ranging from a scholarly investigation of Latin American family life to a very personal account of the difficulties a white man and a Negro encounter as they strive for friendship.

Informal discussions following the papers helped to crystallize for the staff members the relevance of their work in intercultural education with the real world of this time and this Region.

During the summer of 1967 Dr. Orr took another position outside the Region. The leadership of this activity was transferred to Dr. Al Bertrand of Louisiana State University, Baton Rouge. Dr. Bertrand has been appointed chairman of the Committee and has assumed responsibilities for planning staff development projects for the Laboratory. Drs. William Haag and Robert Von Brock, also of LSU, Baton Rouge, will assist Dr. Bertrand in this undertaking. Mr. Houston Jenks, recently appointed as Assistant to the Director in charge of the Baton Rouge office, will work closely with Dr. Bertrand and the Committee to provide assistance to their work.

PROGRAMS OF THE LABORATORY

With the assistance of the above described Continuing Support Functions, programs in Curriculum Development for Cultural Groups and Demonstration Programs for Improvement of Education for the Negro American and Mexican American, and Applications of Technology are in operation.

CURRICULUM DEVELOPMENT PROGRAM FOR CULTURAL GROUPS

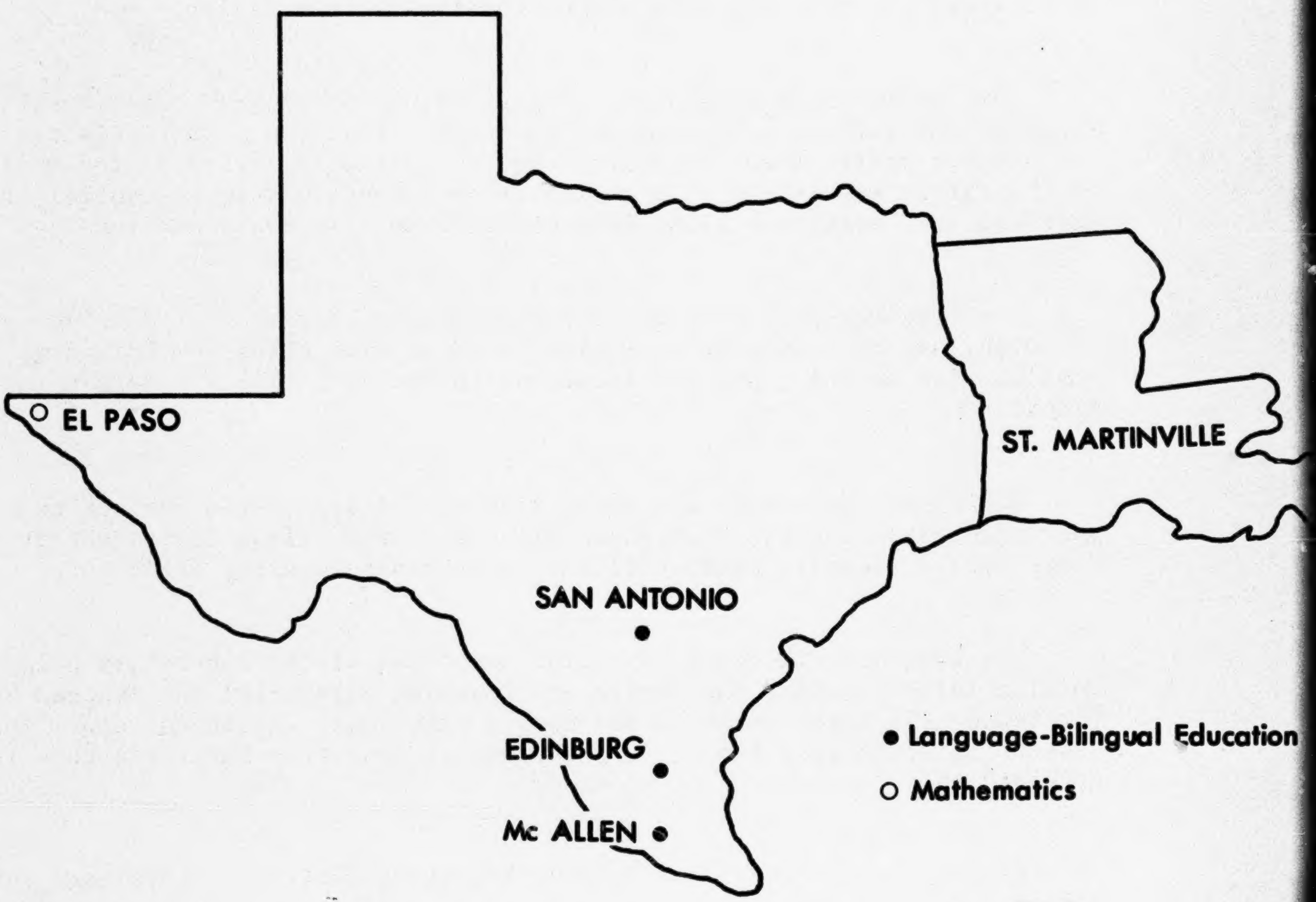
The Program of Curriculum Development for Cultural Groups provides new curriculum materials and teaching methods to meet the special educational needs of cultural groups in accord with the problem focus of the Laboratory. The Demonstration Program for Improvement of Education for the Mexican American includes these materials and teaching methods in its design.

Two components of the Curriculum Development for Cultural Groups --- Language-Bilingual Education and Mathematics --- are operational. Planning activities continue at an accelerated pace in Social Studies and Science.

The following map indicates the location of three field-testing sites for the Language-Bilingual Education component and the site of the first phase of the Mathematics component.

CURRICULUM DEVELOPMENT FOR CULTURAL GROUPS

Program Sites


EL PASO
ST. MARTINVILLE
SAN ANTONIO
EDINBURG
Mc ALLEN
● Language-Bilingual Education
○ Mathematics

LANGUAGE—BILINGUAL EDUCATION

Historically, the three major linguistic groups that experience failure in the traditional school setting in the Region are the Spanish-speaking Mexican American, the French-speaking Louisiana Acadian, and the Negro and white American who speak only a non-standard English dialect.

The Laboratory's Language-Bilingual Education program employs skilled teachers who work with specialists in linguistics, the social sciences, and subject matter areas to design new instructional materials for children in the target populations. Emphasis is on subject matter --- social studies, science, art, music --- along with standard English usage and reading.

The Language-Bilingual Education materials, adapted for Spanish-speaking children, are currently being field-tested at five sites --- Edinburg, McAllen, San Antonio, and two locations in New York City --- Harlem and the Bronx.

Additional materials are being adapted and translated for use next school year with disadvantaged Spanish-speaking children, Tigua Indian children (near Ysleta, Texas), Negro children, and French-speaking children.

The Language-Bilingual Education component of the Laboratory helped to plan (also provided the design and teaching materials) the Teacher Education Institute held this summer at St. Mary's University in San Antonio. Teachers who are pilot testing the Language-Bilingual Education materials this fall attended this institute.

Proposals for five other Teacher Education Institutes have been submitted for FY 68 funding --- two additional programs for Spanish-speaking, two for French-speaking, and one for Negro.

Also, the Language-Bilingual Education Program is providing bilingual (Spanish-English) curriculum materials and assistance in methodology to four Follow-Through classes (first grade) in the Corpus Christi Public Schools. This is a pilot program to follow up pupils who have had experience in a Head Start program. These classes are using the materials developed for Spanish-speaking children, and the Laboratory is providing evaluation designs for the Follow-Through program to compare effects of bilingual instruction and English as a second language instruction, each with and without ancillary (food, health, etc.) services. Control groups with and without previous Head Start experiences are also included.

MATHEMATICS

While mathematics instruction and materials have received much attention during recent years, resulting in successful teaching efforts for the middle-class Anglo student, the new mathematics approaches have failed --- just as old approaches failed --- the student whose sociological environment and psychological approach to learning are different from the middle-class majority.

The Mathematics program's first task is the identification of social and cultural variables which affect the learning of mathematics for the Mexican American, the Negro, the French-speaking person of Acadian descent, and the children of deprived Anglo populations, both rural and urban.

Phase I of the Mathematics program is underway in El Paso, a metropolitan city with a large Mexican American population. Batteries of achievement, attitude, and ability testing are being used to identify the variables that may affect the learning of mathematics. Attitudes and socio-cultural-economic backgrounds of teachers, principals, parents, and the community are being studied through observations, interviews and questionnaires, with special attention being given to the observation of student-teacher interaction in the classroom.

After the variables affecting the teaching and learning of mathematics are identified, the program will turn to the development of a curriculum to take into account these variables --- including those areas of understanding and skill where a positive emphasis on background may be a basic contributing factor to successful learning.

Centers will be established to develop programs for other cultural groups if this curriculum development approach has been verified and if additional funds become available.

SOCIAL STUDIES

Planning in Social Studies education which was authorized at the June 8 meeting of the Executive Committee has been facilitated through consultants who worked with the staff to develop a design for the program. The program will establish a conceptual framework for social studies education which reflects the strengths of the cultural groups -- Mexican, Negro, and Acadian French. The curriculum content of Social Studies will be coordinated with the Language-Bilingual Education and the Mathematics programs. The planning of the conceptual framework for the program will utilize the resources of the staff and International Education Development activity.

SCIENCE

Program planning activities in science education were discontinued in the spring in order to reorganize for more effective coordination with other programs of the Laboratory. Planning was resumed in September.

DEMONSTRATION PROGRAMS FOR CULTURAL GROUPS

A goal of the Curriculum Development for Cultural Groups is to develop a comprehensive Bilingual Education Program including components of Language-Bilingual Education, Mathematics, Social Studies, and Science for children aged three through five and for Grades one through six by 1971.

DEMONSTRATION PROGRAM FOR IMPROVEMENT OF EDUCATION FOR THE NEGRO AMERICAN

This program has four components --- Pupil Motivation, School-Parent Partnership, Early Childhood Education, and Staff Development. It is operational now at seven sites --- Opelousas, Caddo Parish (Shreveport), and Bossier Parish in Louisiana and Cypress-Fairbanks, Northeast Houston (Settegast), Orange, and Tyler in Texas.

The Pupil Motivation component includes a multitude of demonstration activities designed to provide motivational experiences for disadvantaged Negro boys and girls.

School-Parent Partnership activities involve adult and family life education programs designed to acquaint parents with the schools and to demonstrate how parents can influence their children's success in school.

Early Childhood Education Centers are designed to extend the range of experiences of the children, to develop a cadre of competent teachers of disadvantaged children, and to offer demonstration and intern experiences in innovative early childhood education to selected prospective teachers.

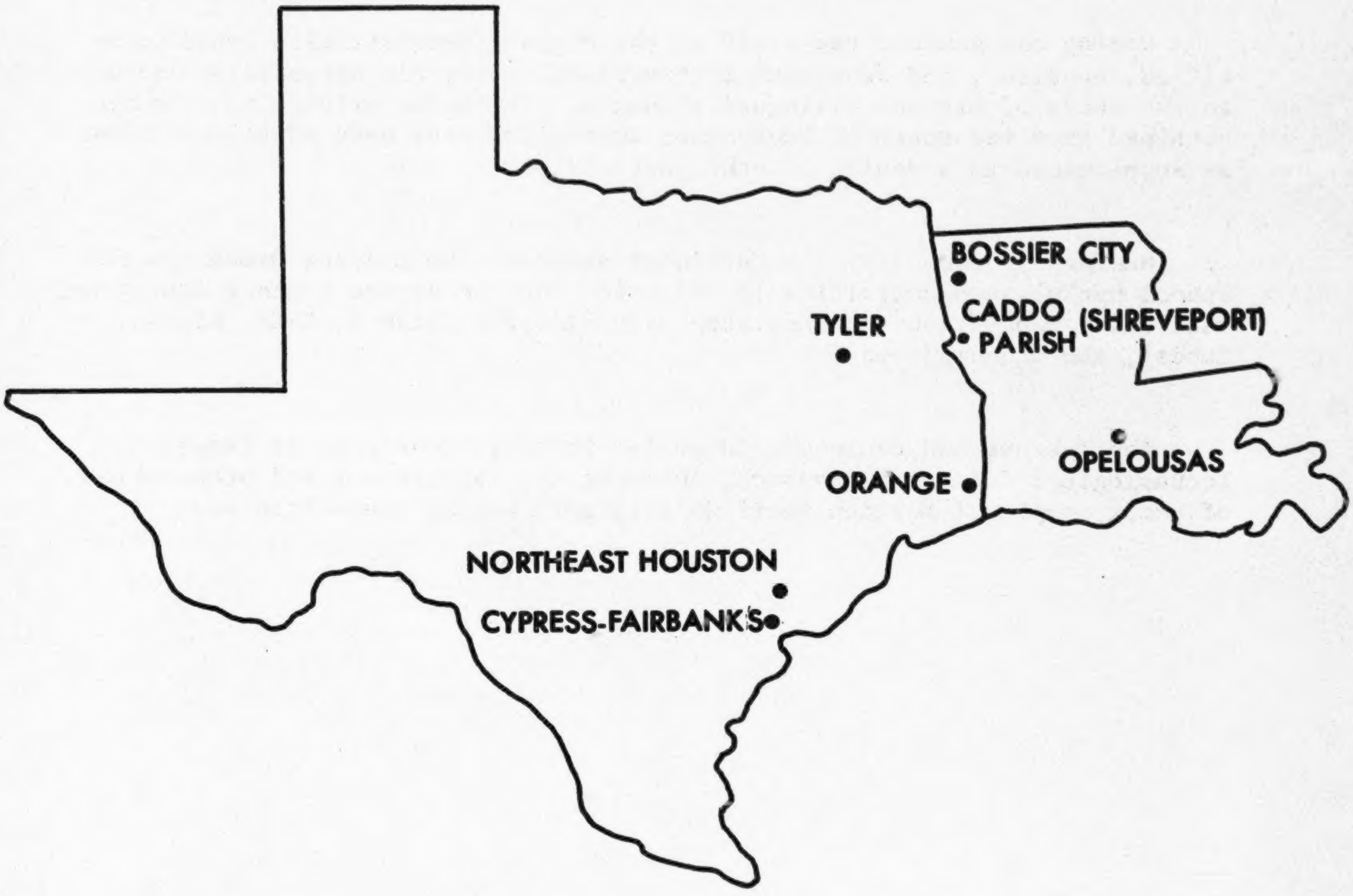
The Staff Development component is designed for in-service education of teachers of disadvantaged Negro children, and to offer demonstration and intern experiences in innovative early childhood education to selected prospective teachers.

Early Childhood Education Centers are located at Caddo Parish, Bossier Parish, Tyler, Northeast Houston, and Orange; School-Parent Partnership components are located at Opelousas, Cypress-Fairbanks, and Northeast Houston; Pupil Motivation components at Cypress-Fairbanks and Northeast Houston; and a Staff Development (Teacher Education) component at Tyler.

The following map indicates the locations in Louisiana and Texas of centers for the Demonstration Program to Improve Education for the Negro American.

DEMONSTRATION PROGRAM FOR IMPROVEMENT OF EDUCATION FOR THE NEGRO AMERICAN

Program Sites


BOSSIER CITY
CADDO PARISH
(SHREVEPORT)
TYLER
OPELOUSAS
ORANGE
NORTHEAST HOUSTON
CYPRESS-FAIRBANKS

DEMONSTRATION PROGRAM FOR IMPROVEMENT OF EDUCATION FOR THE MEXICAN AMERICAN

The Laboratory plans a constellation of model programs to present the Mexican American child --- rural and urban --- with educational opportunities designed to stimulate maximum self-realization through academic achievement, personal integration, and social adjustment.

The first of these model programs is operating at McAllen, Texas. Besides being a model in facilities, staff, and instructional program, the McAllen Demonstration School also exemplifies the way the Laboratory works with other institutions to multiply the impact of those working toward the same objectives. At McAllen, the Laboratory is working with the Texas Education Agency, the Valley Association for Superior Education (Title III, ESEA), the Research and Development Center for Teacher Education at the University of Texas, the Inter-American Educational Center (Title III, ESEA, at San Antonio), teacher education colleges in the area, and the McAllen Independent School District.

During the summer, the staff of the Migrant Demonstration School identified, acquired, and developed instructional materials especially suited to the needs of migrant bilingual students. Textbooks written in Spanish, obtained from the state of Nuevo León in Mexico, have been adapted for use as supplements to a wealth of other materials.

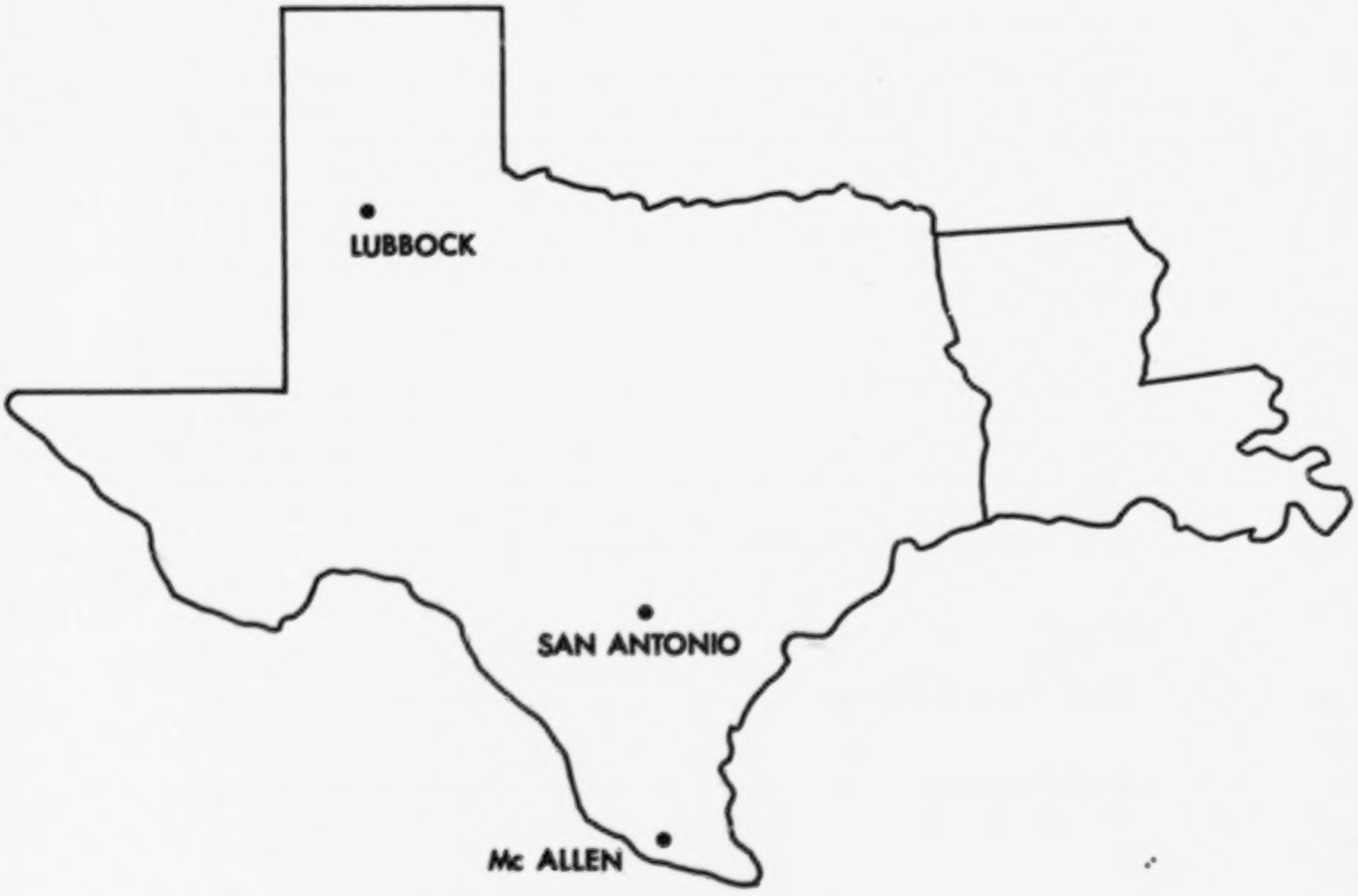
Besides an exemplary instructional program, the Migrant Demonstration School has planned activities in inservice and preservice teacher education, facilities renovation (accomplished with $108,000 Title I, ESEA, Migrant, funds), and dissemination.

The Teacher and Counselor Education Project, developed at Texas Technological College in Lubbock, includes the recruitment and preparation of young people of Mexican American origin to become counselors and teachers in both Spanish and English in schools with large bicultural enrollments. A current project there is to determine the feasibility of a two-year teacher education program to develop the competencies needed for instructing Mexican American children in elementary schools.

The following map indicates the locations of sites of the Demonstration Program for Improvement of Education for the Mexican American.

DEMONSTRATION PROGRAM FOR IMPROVEMENT OF EDUCATION FOR THE MEXICAN AMERICAN

Program Sites



APPLICATION OF TECHNOLOGY

The Technology in Education program has three major components --- training and familiarization, the development and introduction of management procedures to aid the decision-making process in the schools, and the introduction of computer-assisted instruction into the schools of the Region.

All three components have the one objective of individualizing education. The program concept is that "individualization" means bringing to bear all the resources of the school upon the instructional needs of each student.

In operation now are remote terminals in computer-assisted instruction for pilot work in (1) developing elementary and secondary mathematics curriculum materials, (2) testing the materials with students, and (3) developing elementary spelling materials.

These terminals, connected to the IBM 1440 at the University of Texas at Austin, are now in Bossier City, Louisiana State University at Baton Rouge, San Antonio, College Station, and the Houston Independent School District. The Laboratory has a contract with the University of Texas for the use of the IBM 1440. Since Texas Christian University has installed an IBM 1500 and begun work on its own program, the Laboratory has removed its Fort Worth terminal but is cooperating with Texas Christian University in its new program.

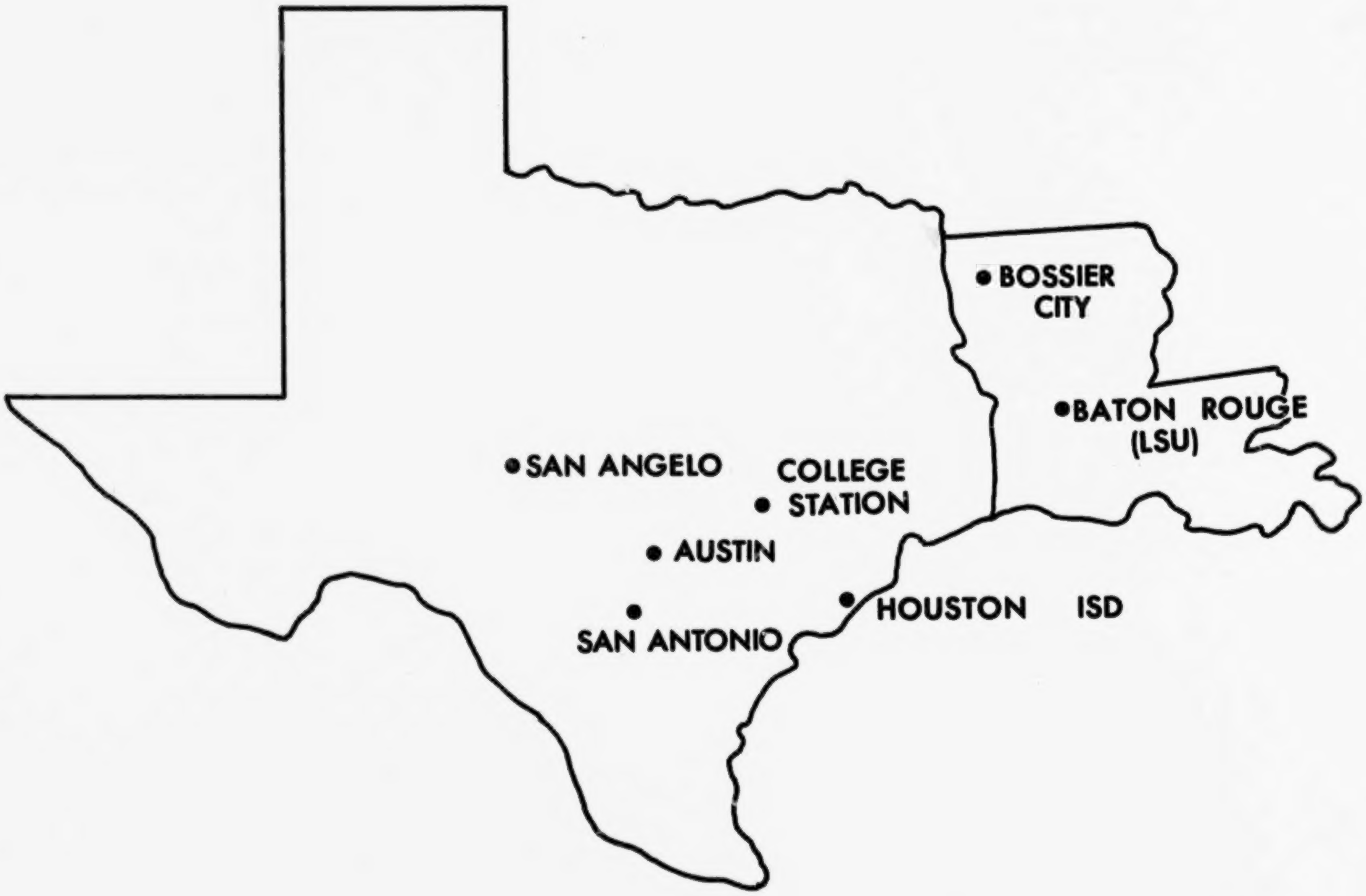
Computer-oriented mathematics classes for teachers and administrators are being conducted in the San Antonio area for the development of data processing competencies. In cooperation with the Inter-American Educational Center, data processing technology is being implemented in five Bexar County school districts in order to develop and test prototype systems that may be employed in other districts over the Region.

A flexible student scheduling program is being pilot tested in a San Angelo junior high school, and computerized report card system is being pilot tested in Alamo Heights School in San Antonio.

The following map indicates the locations of places where Applications of Technology programs are underway.

APPLICATIONS OF TECHNOLOGY

Program Sites


BOSSIER CITY
BATON ROUGE (LSU)
SAN ANGELO
COLLEGE STATION
AUSTIN
SAN ANTONIO
HOUSTON ISD

LABORATORY PROJECTS

Before the Laboratory supports projects other than those that are components of major program activities, careful analysis is made of the proposed project and how it will relate to the Laboratory's central program focus of Intercultural Education.

During the past year, the Laboratory has sponsored several activities separate from, although relevant to, its four major programs. Among these are:

STUDY OF EDUCATION OF THE DISADVANTAGED

This project, jointly supported by grants from the American Association of Colleges for Teacher Education (with funds available to them from Title XI, NDEA), the Texas Education Agency, and the Louisiana State Board of Education, has three objectives:

(1) To determine the scope, nature, effectiveness and needs of pre-service and in-service training and school programs which deal with the problems of educating "disadvantaged" children, as perceived by school principals, teachers, teacher aides, and representatives of teacher education institutions.

(2) To identify unique and promising elements of these programs.

(3) To determine unmet needs, which in turn will indicate new programs that should be developed.

(4) To develop guidelines for future programs based on the data collected.

(5) To develop recommendations that may influence policy of teacher education in the two states.

Information was gathered using two instruments --- A Survey of Programs for the Disadvantaged in the Public Elementary Schools and an Inventory of Characteristics of Elementary Teacher Education Programs.

The Survey was used in 35 schools in Texas and nine in Louisiana, selected as a random sample of elementary schools receiving ESEA Title I funds last year. The questionnaire obtained information from each teacher and principal of the schools about their programs for disadvantaged, the staffing patterns (including teacher aides, etc.), and problems and needs of the program.

The Inventory was used in each teacher education institution in Texas and Louisiana with three key persons in teacher education being interviewed in each institution. Information was obtained about the nature and scope of the preparation each institution offers for teachers and auxiliary personnel who work with the disadvantaged.

A report on the results of these two studies is nearing completion.

The research phase is being accomplished with a $12,000 grant from the American Association of Colleges for Teacher Education. In connection with a comprehensive plan for conferences and seminars to disseminate results of the study, the Texas Education Agency has committed $12,000 and the Louisiana State Department of Education has committed $6,000.

MEXICAN AMERICAN CONFERENCE

On April 13-15, 1967, the Laboratory co-sponsored, with the Inter-American Educational Center and the Texas Education Agency, a statewide Conference on the Mexican American: Improving Educational Opportunities.

The conference in San Antonio was attended by approximately 800 persons. Speakers included U. S. Senator Ralph Yarborough, Texas Governor John Connally, U. S. Congressman Henry B. Gonzalez, State Education Commissioner J. W. Edgar, plus specialists in bilingual education.

Conference speakers emphasized the great need for innovative educational leadership and gave high priority to the development of a bilingual population in the Region.

MONOGRAPH SERIES

. First of a series of Monographs to be published by the Laboratory is "Education and Social Change," based on the papers delivered at the Houston conference sponsored by the Interdisciplinary Studies in Intercultural-International Education Committee.

Other Monographs in various stages of preparation include a survey of science education in this Region; a series of essays on life and education in Mexico and the continuing impact of Mexico on Mexican American citizens. Another Monograph is being planned which will focus on French-speaking populations.

The Monograph series will be printed in quantities of approximately 3,000 and will be distributed to Laboratory membership and others interested.

MIGRANT STUDY ——— EXPLORATIONS WITH NUEVO LEÓN

During the late summer and early fall of 1967 two simultaneous surveys were conducted --- one in the Rio Grande Valley of Texas by Laboratory staff members and the other in the State of Nuevo León in Mexico --- to ascertain if there were a significant number of migrant children moving during the school year from Nuevo León to the northside border cities of the Rio Grande.

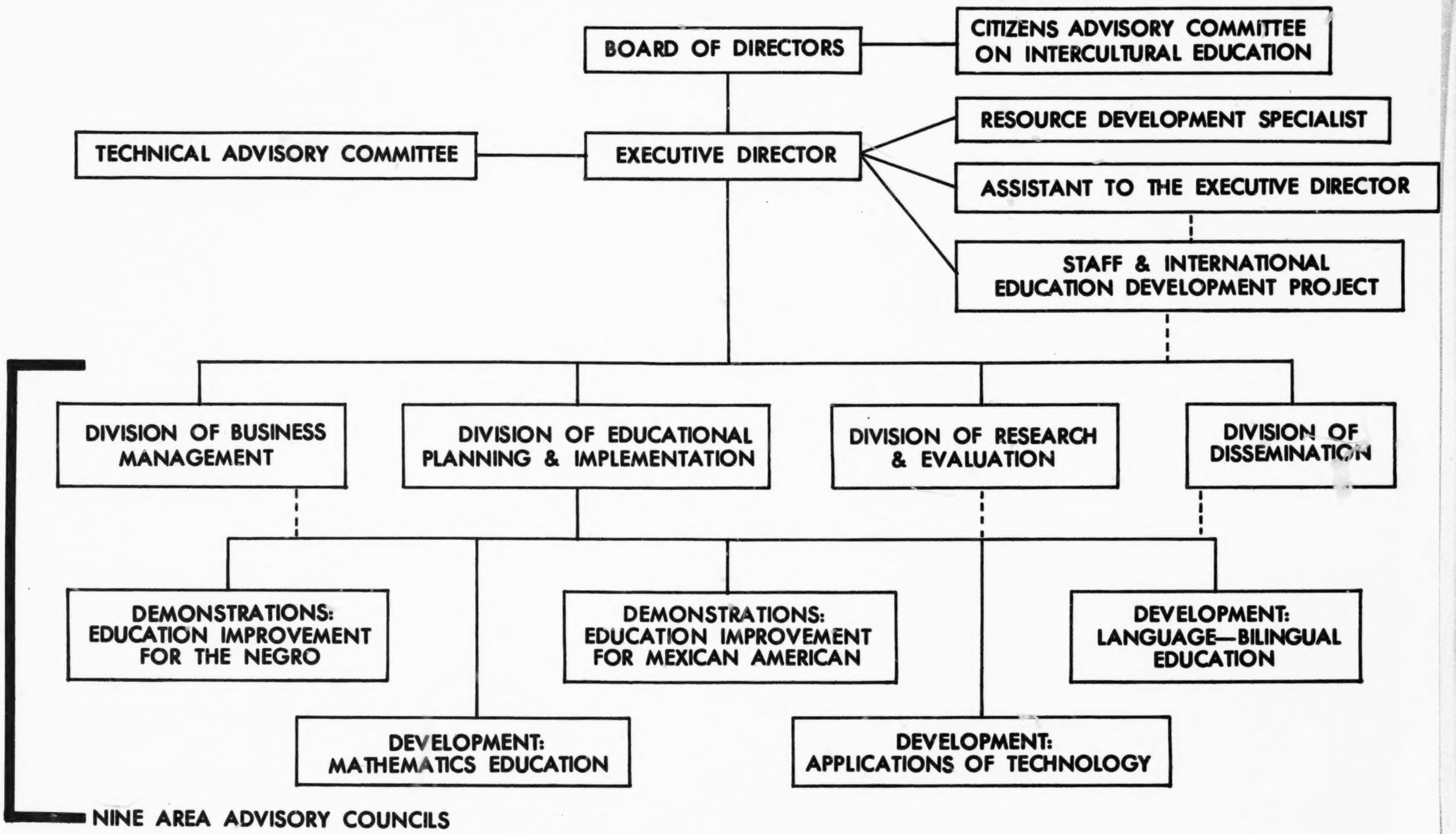
Results of the two surveys will be correlated to see if the children who leave Nuevo León schools in early winter are the same children who enter the schools in Harlingen, McAllen, and other border cities. If many of them are indeed the same children, the common concerns of the states of Nuevo León and Texas are obvious.

The Nuevo Leon survey is financed by Nuevo León, and the Texas survey utilizes regular members of the Laboratory Research and Evaluation staff.

The surveys developed from a significant first-step informal conference between educators of Texas and Nuevo León held in Monterrey July 13-14, 1967. Four bilingual Texas educators in Monterrey participated in a series of informal, friendly discussions with eight Nuevo León educators.

The work being done jointly on the Migrant Survey will afford the opportunity for setting up a model working relationship between educators of the two states. This model arrangement can be turned later toward other problems of common concern.

ORGANIZATION CHART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DEMONSTRATIONS: EDUCATION IMPROVEMENT FOR MEXICAN AMERICAN
DEVELOPMENT: LANGUAGE—BILINGUAL EDUCATION
DEVELOPMENT: MATHEMATICS EDUCATION
DEVELOPMENT: APPLICATIONS OF TECHNOLOGY
NINE AREA ADVISORY COUNCILS

INTRODUCTION TO LABORATORY PROGRAMS

The Laboratory is committed to a plan of action designed to accelerate desirable educational changes for educationally deprived cultural groups. The strategy for producing desirable changes prescribes the development and demonstration of innovative programs in various settings. Curriculum Development for Cultural Groups includes developmental activities which coalesce to form a model program ready for practical demonstration. The Laboratory's curriculum development activities are phased generally as follows: identifying pressing educational needs, researching information relevant to the identified needs, designing alternative programs to meet the needs, field testing the programs and refining them in light of information from continuous evaluation, and training a small group of school personnel to adopt or adapt the model programs.

Demonstration Centers are established at strategic locations in the two-state Region in order to adapt the model programs to various community settings and to establish the plan for dissemination. These Centers are committed to developing an exemplary program using the Laboratory's innovative models. The Laboratory staff works with Center staffs to refine the programs and to lay the groundwork for regionwide dissemination of the innovations.

Dissemination of the innovations is achieved by utilizing a variety of communication techniques which are described elsewhere in this report.

Applications of Technology to the solution of educational problems strengthen and support both the Curriculum Development and the Demonstration Programs for Cultural Groups.

CURRICULUM DEVELOPMENT FOR CULTURAL GROUPS: LANGUAGE-BILINGUAL EDUCATION PROGRAM

ACCOMPLISHMENTS AND PLANS

Rationale for Selection of the Program

In the Louisiana-Texas region, three major linguistic groups which historically experience the greatest rate of failure in school are the Spanish-speaking Mexican American, the French-speaking Louisiana Acadian, and the Negro and Anglo American who speak a non-standard English dialect. The problem confronting these children is the typical academic setting which requires facility with abstract symbols that are not a part of their language and experience background. Children are expected to begin at the abstract level of linguistic decoding of a language whose symbols and the referents for which they stand are relatively unknown to them.

The Language-Bilingual Education Program is dedicated to building upon the cultural strengths which the children bring to the classroom--to cultivate ancestral pride; to capitalize on the capacity to become truly bilingual; and to reflect in both methodology and content respect for and knowledge about the various cultures of this region. Through a sense of personal identification, intellectual maturity can take place.

Purpose and Expected Outcomes of the Program

The purpose of the Program is to develop and refine materials for bilingual language instruction in English as a second language or dialect; to train a staff of teachers in the methodology of teaching English as a second language or dialect; and to field test the curriculum.

More specifically, the long range expected outcomes of the Program are:

(1) to produce the curriculum and materials for a bilingual and bidialectic language program (Spanish, French, English), Grades Pre-K through 6, which will develop skill in using the oral and written forms of the languages.

(2) to validate the curriculum materials at various stages of development at several field-test sites.

(3) to train a corps of teachers to field test the curriculum materials.

(4) to provide consultative and supervisory assistance to local districts serving as field-test sites.

(5) to refine the curriculum in the light of evaluation of field-test activities.

(6) to assist other Laboratory programs in developing appropriate techniques for demonstrating the curriculum.

Strategy and Procedures

The initial planning period was devoted to surveying the extent to which the language problem contributed to failure in school and to studying research on language teaching. A promising innovation in language development for Spanish-speaking Mexican American children is that being researched by the University of Texas College of Education in San Antonio.[1] This program provided the best information available regarding language development for this population group; therefore, the project became a primary source for decisions in Laboratory program development. As a result of the planning phase, the Laboratory decided to develop a curriculum for bilingual language education, levels Preschool through Grade 6, which concentrates on the target population groups. This curriculum then could be diffused throughout the Region.

Description of Accomplishments

A staff of five members has been established for coordination, supervision, and production; two of the five are bilingual.

A pilot study of dialects of the five-year-old population of the Region was begun. Taped oral discourse, conducted by means of an informal interview with accompanying visual stimuli, was used to indicate typical speech patterns and pronunciation characteristics which children possess as they enter school. Such information should point up crucial deficits and needs in language education and should indicate specific program elements to overcome them.

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[1] The University of Texas-San Antonio Language Research Project, begun in 1964 and continuing as a longitudinal study through Grade Six, entered its fourth year in September 1967. This work, directed by Dr. Thomas D. Horn, Chairman, Department of Curriculum and Instruction, is concerned with an experimental approach to the development of language skills in conjunction with cognitive skills and concrete experiences for disadvantaged Spanish-speaking children.

While some prototype teaching-learning materials were available, much more material was needed. A group of 15 experienced research teachers and five professional leaders produced the following material:

- 20 units of first grade social studies for oral language development in English and Spanish.
- 13 units of fourth grade science for development in oral language, English and Spanish; procedural charts for language drills to accompany these lessons.
- a Teacher's Guide for reading skills development, beginning primary level, based on oral language content.

The Program Director assisted in planning a Title III proposal submitted by the San Antonio Independent School District for Laboratory program demonstration at Grades One and Two.

The Program Director worked with the staff of the New York City Public Schools to plan the field test in Harlem schools; she served as consultant to a Teacher Training Institute to prepare New York City teachers for using the program materials and methods.

The Program Director made on-site visits to other school districts to establish additional field-test sites for this year, including Edinburg; McAllen Migrant School; St. Martinville, Louisiana; and Beaumont.

During the 1967-68 year, 25 primary teachers were trained to teach the new Language-Bilingual Education Program in a six-week NDEA Institute for Early Childhood Bilingual Education. Sustained consultative and supervisory services for these teachers are to continue throughout the year. This institute, conducted by St. Mary's University in cooperation with Southwest Educational Development Laboratory, was the first of its kind and is a significant step in preparing teachers to adopt these innovative practices.

An area workshop for 125 experienced teachers involved in the Language-Bilingual Education Program in 1967-68 established clearly defined goals, responsibilities, and lines of communication in preparation for this initial year of the SEDL program.

The Program Director assisted colleges and universities in the Region in generating proposals for six such NDEA institutes for 1968-69.

During the 1967-68 school year (June 1967-June 1968) the following numbers of people will be affected by this program:

Teachers and school staff:	200
Spanish-speaking pupils:	3,350
French-speaking pupils: (early field test)	60
Negro pupils:	450
	4,060

LANGUAGE PROGRAM FOR BILINGUAL EDUCATION

ACCOMPLISHMENTS AND PLANS

PROGRAM COORDINATION

Objectives of the Activity

The specific objectives of Program Coordination are:

(1) to establish and operate a communication system which provides information needed to refine the program (replanning).

(2) to assist the Divisions of Research and Evaluation and Dissemination in developing and operating systems for evaluating the program and disseminating the results.

(3) to monitor the program at each field-test site at regular intervals by frequent telephone and written communications and by on-site visits.

(4) to arrange for education of field-test teachers through area workshops, continuous inservice education, recruitment into NDEA Institutes for English as a Second Language and Bilingual Education.

(5) to assist cooperating colleges and universities in developing the content and methodology for teacher institutes for bilingual education.

(6) to arrange for site visitation by interested observers.

(7) to collect information regarding other efforts in English as a second language and bilingual education, including research studies, publications, and reports from national conferences.

A Summer Seminar for Materials Development was held to prepare new teaching units for the Language program.

The following field-test sites have been established through on-site visits and conferences with local school district superintendents and school boards:

Beginning Date	Place	Population Group (Grade One)
	Mexico-U.S. International Border	
Sept. 1967	Edinburg	Children from Spanish-speaking homes, with no English and little Spanish. New, well equipped facility, language laboratory
Sept. 1967	McAllen	Spanish-speaking from migrant families. Six-month school, variety of materials, traditional facility
Fall 1968	Brownsville	Disadvantaged Spanish-speaking retainees, poverty area
Fall 1968	Laredo	Disadvantaged Spanish-speaking total school experiment
Fall 1968	El Paso	Urban school, Spanish-speaking Mexican residents attending U. S. School
	Ysleta	Indian children, Tigua tribe and language, new facility
	Tornillo	Spanish-speaking, rural school
	Central Interior Texas	
Sept. 1967	San Antonio	Disadvantaged Spanish-speaking, urban slum
Fall 1968	San Marcos	Spanish-speaking minority; small, college community
	New York City	
Sept. 1967	Harlem The Bronx	Mixed Groups: 60% Spanish Puerto Rican, 40% Negro, urban ghetto

	Sabine Valley Louisiana and Texas	
Sept. 1968	North Louisiana (Grambling area)	Non-standard English dialect, only; mostly Negro
	Southern Louisiana (St. Martin Parish)	
Sept. 1968	Breaux Bridge	French-speaking Negro
	St. Martinville	French-speaking white

The staff cooperated with a number of institutions in developing a proposal for an NDEA Institute in Early Childhood Bilingual Education. This 12-month Institute was funded through St. Mary's University and will continue throughout the 1967-68 school year. Twenty-five teachers are participating. Instructional materials were supplied by the Language-Bilingual Education Program.

Six proposals for similar institutes were cooperatively developed with other colleges and universities in the Region for training additional field-test teachers, summer 1968.

A standard testing program, pre-instruction and post-instruction for all field-test classes, has been developed.

An area workshop for field-test teachers in this Region was planned and conducted. The Director also worked with the staff for the New York City field-test site in a summer institute for training teachers.

PROGRAM DEVELOPMENT ACTIVITY

The following hypotheses provided the source for direction and decisions in this Program:

(1) Primacy of Oral Language Development. If children who are linguistically disadvantaged are introduced to standard English through meanings derived from concrete experiences accompanied by precise language for concept development, audio-lingual methodology will prove valuable in accelerating the learning of this language.

(2) Bilingual Systems. For the child of a non-English language background, systematic instruction in his native language will enhance his self-image, enable him to experience greater success in conceptualizing and learning, increase his capacity and desire to learn a second language, and finally help him to become literate in two languages.

(3) Meaningful Content. If content of the language program is drawn directly from meanings and basic structure of the content fields, the reading and understanding of conceptually oriented expository material will be facilitated.

(4) Language Skills. If the skills of linguistic decoding (listening and reading) and encoding (speaking and writing) are learned through such expository material, emphasis on syntactical and phonic approaches will conserve teacher-pupil time and effort and will reveal evidence of pupil achievement gains.

(5) Cultural Understanding. If a child is given an understanding and appreciation of himself in relation to his own culture, the cultural differences of others are accepted and given perspective.

Objectives of Activity

The following objectives of the Program Development unit are related to the testing of the above hypotheses:

(1) to develop and describe a curriculum for bilingual/bidialect

education, Preschool-Grade Six, for building language skills of speaking, listening, reading, and writing

(2) to plan and organize programs for training a cadre of teachers to adapt the bilingual/bidialect program in field-test Centers and in cooperating colleges and universities

(3) to produce materials needed to implement the bilingual/bidialect curriculum

(4) to develop the methodology needed to implement the bilingual/bidialect curriculum including classroom management and organization

(5) to identify and plan for utilizing resources needed in program development

Description of Accomplishments

The percentage of academic failure experienced by target population groups as revealed in a survey of the Region indicated the need for an innovative language program, capitalizing on the cultural strengths and native languages of the pupils. The University of Texas Language Research Project has produced some prototype materials and methods which had enabled disadvantaged Mexican American Spanish-speaking children to make significant gains. The Laboratory has further expanded and field tested these materials and methods.

Success with these materials prompted the commissioning of a group of research teachers and professional leaders to write additional materials for oral language skills and to begin developing a reading section which would parallel the oral strand. Materials utilizing AAAS science content were expanded into additional grades, and social studies units were developed for Grade One. Materials produced by this group were adapted and translated into Spanish for field-test during the 1967-68 school year. During the summer, field-test teachers were recruited in the San Antonio Independent School District, Edinburg, and McAllen, and plans were made for in-service education programs. Full sets of the beginning units of all program materials were reproduced, distributed, and studied in the area workshop for field-test teachers. Teaching demonstrations, illustrated lectures, and explanation of class operation were used to clarify classroom use of the materials.

EARLY CHILDHOOD EDUCATION ACTIVITY

Objectives of Activity

The Early Childhood Education Activity seeks to develop and describe a curriculum for three-, four-, and five-year-old children of Mexican American migrant agricultural workers and a curriculum for children who speak a nonstandard English dialect. This long range objective will be achieved if

(1) the sequence of learning experiences provides for cognitive development using manipulative materials and concrete models in each of the years.

(2) oral language development is emphasized in each of the three-year learning sequences: Spanish-English, French-English, and English-English (bidialectic).

(3) socialization is achieved by early self-acceptance and success orientation through independent and shared learning activities.

(4) participation in the several cultures is represented in the language systems by means of native folk tales, legends, music, dance, pantomine, role-playing, ceremonials, etc.

Description of Accomplishments

An Early Childhood Education Center for preschool Mexican American Children is now in operation at McAllen.

MATERIALS DEVELOPMENT ACTIVITY

Objectives of Activity

The long range objective of this Activity is to design and produce instructional materials needed to implement bilingual/bidialect programs for children in Grades One-Six. This objective will be attained if each set of materials produced includes:

(1) goals, habits, customs, language and other aspects of the cultures reflected in each learning experience

(2) content organized to insure systematic development, refinement, and reinforcement of concepts, broad cognitive patterns, and linguistic skills, interlocked by plan and sequence to feed directly into the structure of the disciplines

(3) opportunities for each pupil to demonstrate and apply his learning in a variety of situations and to use this learning to acquire new knowledge

(4) nourishment of the self-image, through success models, into a strong personal identity as a worthy individual and as a contributing member of society

(5) activities which insure that children will organize and classify experiences, perceive selectively a given task, understand abstract relationships, generalize and apply, verbalize and communicate clearly, using acceptable forms of the language

Specific objectives include:

(1) Producing oral language materials in English and Spanish for Grade Five pupils using science content.

(2) Producing oral language materials in English and Spanish for Grades Two and Three pupils using social studies content.

(3) Producing oral language materials in English and Spanish for Grade One pupils using mathematics content.

(4) Producing a teacher's guide for teaching introductory reading (Grade One) based on expository materials coming from classroom testing of the oral language materials with science and social studies content.

Description of Accomplishments

Existing materials this year consisted of Strand One, Oral (hearing-speaking), which was highly developed for science content at Grade One and only partially developed for Grades Two and Three. Social studies, Strand One, Oral, was needed for Grade One. At the same time, Strand Two, Reading, was only in the experimental stage and information regarding this was largely empirical and not yet definitively stated with clear directions for instruction. This set of needed materials, Oral Language Social Studies, Grade One and Oral Language Science, Grades Two, Three, and Four, was produced during the 1967 period.

During the current period, the introductory unit for the Teacher's Guide for Teaching Reading was written. This committee organized for the task will continue further development of this handbook.

PERT NETWORKS WITH INTERFACE ACTIVITIES:

LANGUAGE DEVELOPMENT: BILINGUAL EDUCATION*

A - 3	Collect dialect recording (7 mo.)
3 - 4	Edit linguistic analysis (6 wks.)
4 - 5	Prepare report (2 wks.)
A - 6	Develop Title III proposal (19 wks.)
A - 2	Prepare precis for bilingual institute (2 mo.)
2 - 7	Organize consultant staff (1 mo.)
2 - 8	Order reference material (1 mo.)
2 - 9	Develop schedule of tasks (10 da.)
2 - 10	Interview regional personnel (1 mo.)
2 - 11	Prepare preview material (1 mo.)
9 - 12	Revise curriculum material (1 mo.)
12- 13	Produce written material (1 mo.)
13- 14	Print written material (1 mo.)
14- 15	Distribute written material (2 wks.)
B - C	Confer on precis (2 mo.)
C - 16	Plan bilingual institute (1 mo.)
D - E	Communicate institute plans
E - F	Implement Phase I of institute (2 wks.)
F - G	Plan Phase II of institute (5 wks.)
G - H	Hold regional workshops and in-service (3 mo.)
I - J	Secure physical facilities (1 mo.)
J - K	Select field-test teachers

*Activities indicated on upper half of network.

PROGRAM FOR IMPROVEMENT OF EDUCATION OF THE MEXICAN AMERICAN*

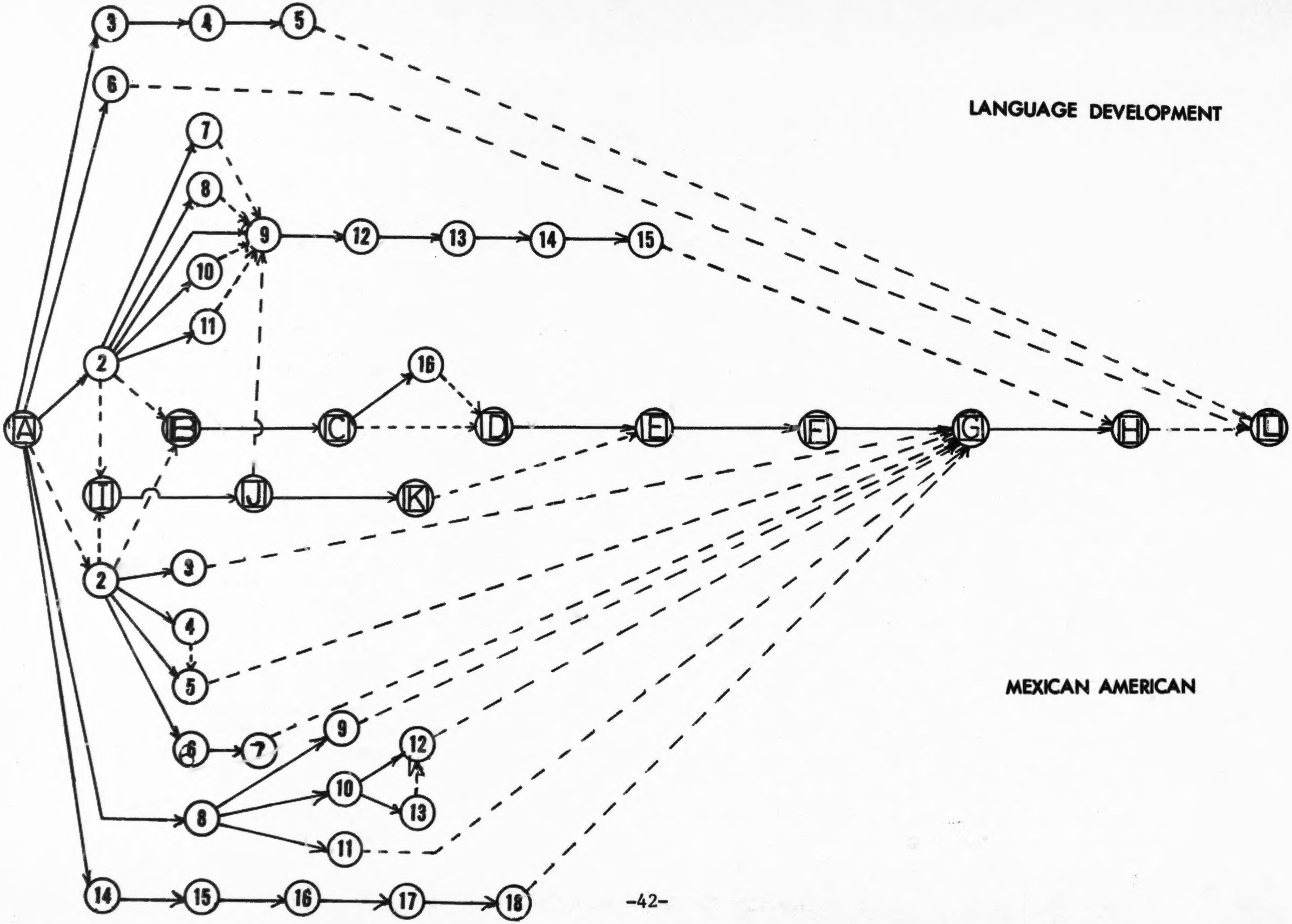
2 - 3	Remodel school (5 mo.)
2 - 4	Migrant education institutes for teachers (6 wks.)
2 - 5	Migrant education institutes for teacher aides (3 mo.)
2 - 6	LAFB, ATC teacher training (1 mo.)
6 - 7	Design 27 sets of modules (1 mo.)
A - 8	Employ initial staff for teacher education (3 mo.)
8 - 9	Complete bilingual program specifications (3 mo.)
8 - 10	Hire additional staff (1 mo.)
8 - 11	Procure library material (3 mo.)
10- 12	Design bilingual program (1 mo.)
10- 13	Study teacher competency, etc. (1 mo.)
A - 14	Organize and staff counselor education project (3 mo.)
14- 15	Plan research for counselor education (10 wks.)
15- 16	Plan counselor workshop
16- 17	Counselor workshop
17- 18	Evaluate workshop

*Activities indicated on lower half of network.

NOTE: Number-to-number activities indicate activities of individual programs.
Letter-to-number activities indicate activities of individual programs.
Letter-to-letter activities indicate interface activities.

LANGUAGE DEVELOPMENT

MEXICAN AMERICAN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CURRICULUM DEVELOPMENT FOR CULTURAL GROUPS: MATHEMATICS

ACCOMPLISHMENTS AND PLANS

Rationale for Selection of the Program

In the past ten or fifteen years, local and national curriculum groups have developed programs to improve the mathematics curriculum in the elementary and secondary schools. These new approaches to classroom learning, in such areas as curriculum reform and teacher education, have reflected the values of a middle-class Anglo culture. In the Southwest, however, there are learners whose experiences are different from those of the typical middle-class, Anglo child. The sociological environment of these students is different as is their psychological approach to meeting tasks.

The Program for Mathematics Education is based on the premise that there are variations which need to be identified in order to develop an effective mathematics program for the Mexican American, the Negro American, the French American of Acadian descent, and the educationally deprived Anglo American. Existing programs that provide adequate mathematics content for the learner need to be adapted to meet the needs of these students, and new programs developed whenever necessary.

Purposes and Expected Outcomes of Program

General objectives of the Mathematics Education Program are:

(1) To identify areas of understanding and skill of pupils where a positive emphasis on background may contribute to successful learning

(2) To adapt otherwise successful materials and develop mathematics programs (content, methods, aids) in the elementary and secondary schools so that they take full cognizance of the particular cultural groups

(3) To develop guidelines for teacher education programs (both in-service and pre-service) which prepare teachers to teach mathematics more effectively

(4) To evaluate the effectiveness of these adapted and developed programs as compared with programs currently used, both for the students and for their teachers

(5) To provide a rapid means of disseminating information to school personnel (teachers, consultants, administrators) concerned with these problems. Information regarding research findings, instructional materials and their uses (including computer-assisted instruction materials), textbooks, and other educational media as well as approaches to teaching

The Program will be directed initially toward a Mexican American population--later, programs will be developed for other cultural groups. Schools have been selected in El Paso, Texas, to study the following groups:

(1) First generation Mexican American

(2) Second or third generation Mexican American

(3) Stable, long-time residents of this country

The working hypothesis is that differences among the groups will exert a strong influence on learning and that curriculum materials and instructional methodology can be developed that make these differences meaningful and helpful rather than a handicap to learning.

Strategy and Procedures

The Mathematics Program emphasis involves depth study by sociologists, psychologists, and educators who have specialized in mathematics. They will identify the social and cultural variables which may influence the student's learning. An intensive period of program development will follow, in which the participating teachers will work with mathematics specialists in adapting the new curriculum materials of the School Mathematics Study Group and of other curriculum reform groups. Qualified local personnel, selected by the administrative staff of the involved local school district in consultation with the Director, will serve as an advisory committee to the Director of the Mathematics Program on program policy.

Batteries of student achievement, attitude, and ability tests will be given. Attitudes and socio-cultural-economic backgrounds of pupils' teachers, principals, parents and communications also will be studied as variables affecting learning. Observations, interviews, and questionnaires will be used to gather these data. Special attention will be given to observing pupil-teacher interaction in the classroom. This study will identify generalizations concerning learning patterns and implications for developing mathematics curriculum and instructional methodology.

The program's objectives during the first academic year, are (1) to obtain a psychological and sociological description of students and teachers in the school system under study and (2) to develop objective criteria for evaluating school achievement in mathematics.

The second academic year, based on relevant research accumulated during the first year, will be spent in Phase II of the projected program. Phase II will involve manifpulation of variables in the learning situation. Those which produce objectively desirable influences and consequences in learning mathematics will be identified. Information from this project should be helpful to teacher education institutions responsible for the preparation of mathematics teachers.

Description of Accomplishments

In cooperation with the El Paso Independent School District, the site, personnel, and details of program content for initial activities have been established. Preliminary studies of school and community populations have been made. Participating teachers, classes and data assimilation instruments have been selected.

The Project is centered in three elementary, three junior high, and three senior high schools. More than 1,800 first, fourth, and tenth grade students are involved. The first stage involves achievement tests and questionnaires on students, interviews with parents and teachers.

The second phase (scheduled to begin in February) will involve identifying from the study positive and negative variables on teaching and learning of mathematics, and the modifying of curriculum, materials, and teaching procedures to reflect the findings.

The El Paso Center is the first of several to be established in the Region. Others will be focused on cultural groups other than the Mesxican American.

The output from these activities may be helpful to other programs of the Laboratory. The learning principles applicable to mathematics will be applicable in part to other areas of the curriculum. A valid determination of the attitudes shown by pupils, teacher, and community to one innovative program could be very useful to other programs in need of these same applications.

MATHEMATICS PROGRAM COORDINATION AND PLANNING ACTIVITY

Objectives

(1) To implement the program and to plan activities related thereto.

(2) To coordinate its activities with other programs of the Laboratory, exchanging ideas and findings.

(3) To secure all other available resources as needed to implement the program.

Description of Accomplishments

Activities to date have been focused on program design and the implementation of the first center in El Paso, Texas. Data gathering instruments have been examined and some have been selected. Modifications have been made on other instruments and these instruments are now being field tested. Conferences have been held with the Program Director for Language-Bilingual Education concerning a cooperative curriculum development effort in the summer of 1968. Other groups have been approached in an effort to broaden the scope of activity (Title I, ESEA, and National Science Foundation).

STAFF DEVELOPMENT DEMONSTRATION ACTIVITY

Objectives

(1) To improve competencies of the participating professional staff in observing pupil behavior

(2) To inform teachers of patterns of behavior that relate to the learning of mathematics

(3) To create designs for preparing and evaluating curriculum materials

Description of Accomplishments

The professional staff of mathematics educators has been engaged in searching the literature to become knowledgeable in successful practices for the observation of pupil behavior. They have prepared checklists to be used during classroom observation.

IMPLEMENTATION DEMONSTRATION ACTIVITY

Objectives

(1) To identify sociological and psychological factors that influence the learning of mathematics

(2) To prepare guidelines for the preparation of curriculum materials that take into account the factors identified.

Description of Accomplishments

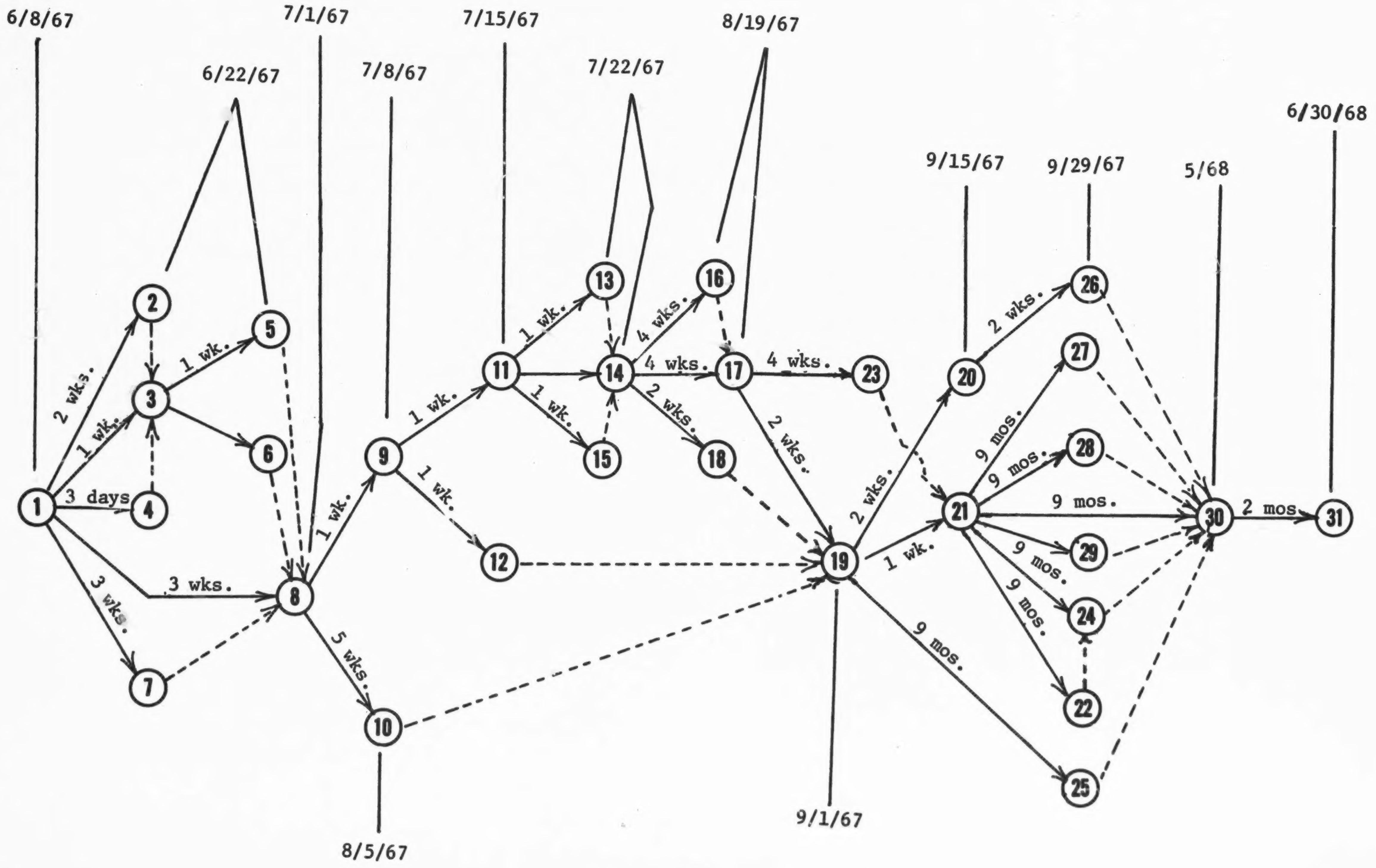
Instruments for data gathering have been partially selected and examined for future use; a review of literature has been made, and a schedule for administration of instruments has been prepared with the aid of public school officials of El Paso. An analysis of data will isolate factors that may influence the learning of mathematics. The guidelines for preparing curriculum materials will follow the identification phase.

MATHEMATICS PROGRAM

LIST OF ACTIVITIES

1 - 2	Finalize negotiations with school districts (2 weeks)
1 - 3	Secure planning specialist from SEDL (1 week)
1 - 4	Secure dissemination specialist from SEDL (3 days)
1 - 8	Finalize file (3 weeks)
1 - 7	Finalize data sheets (3 weeks)
3 - 5	Orient staff (1 week)
3 - 6	Distribute news release
8 - 9	Recommend Area Coordinators (1 week)
8 - 10	Contact superintendents, principals, teachers (5 weeks)
9 - 11	Arrange for outside consultants from SEDL (1 week)
9 - 12	Appoint Coordinators (1 week)
11 - 13	Appoint consultants (1 week)
11 - 14	Appoint Data Analyst (1 week)
11 - 15	Hire Research Analyst (1 week)
14 - 17	Survey, select, adapt test instruments (4 weeks)
14 - 17	Survey, select, adapt test instruments (4 weeks)
14 - 18	Hire Research Design Specialist, Data Analyst, et cetera (2 weeks)
17 - 19	Arrange for orientation (2 weeks)
17 - 23	Duplicate material (4 weeks)
19 - 20	Test teachers (2 weeks)
19 - 21	Orient professional staff (1 week)
19 - 25	Distribute news releases (9 months)
20 - 26	Score tests (2 weeks)
21 - 27	Teach selected curriculum (9 months)
21 - 28	Specialists interact (9 months)
21 - 29	Record observation (9 months)
21 - 30	Observe classes (9 months)
21 - 22	Gather statistical data (9 months)
21 - 24	Prepare analysis of data-gathering instruments (9 months)
30 - 31	Prepare report (2 months)

PERT NETWORK FOR MATHEMATICS PROGRAM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CURRICULUM DEVELOPMENT FOR CULTURAL GROUPS: SOCIAL STUDIES

ACCOMPLISHMENTS AND PLANS

Though it has a number of diverse cultural groups, America is predominantly a middle-class society. The prevailing influence of this group has established a way of life which extends or denies opportunity and defines success in relation to its own values. The various subcultures' value orientations and behavior patterns not common to the larger segment of the American population can be an important asset to education -- but they can also generate severe problems if the system expects that all students conform to the learning responses of the prevailing Anglo group. The Southwest Educational Development Laboratory addresses its programs to such problems created by the interaction of cultures.

Conventional social studies programs have failed in both content and methodology to reflect the cultural diversity characteristic of this region. Social studies content has emphasized the contributions of Anglo Americans to the development of our way of life. Learning experiences intended to improve social skills and develop social concepts have been designed in terms of pupils of assumed middle-class value orientation and background. For the child of some cultural groups, therefore, social studies programs often intensify his feeling that he is different and tend to equate this difference in the child's mind with inferiority. Furthermore, little effort is made to relate this child's unique cultural experience to the process by which he develops the social skills and concepts essential for his effective participation in society.

The basic aim of social studies is to promote desirable socio-civic behavior -- to prepare individuals for effective participation in society. But achieving this goal is not solely the responsibility of social studies programs -- it is a pervasive concern of any educational effort. The Laboratory is integrating the Social Studies Program with other Program efforts in order to develop a total and realistic approach to social education. Implicit in this goal is recognition that if we are to improve educational opportunity for children, it is the school program that needs adjusting, not the child. It is within this context that the Laboratory's Social Studies Program is designed.

Purpose and Expected Outcomes of the Program

The long-range purpose of this program is to develop effective social education programs for Mexican American and Negro American children. The specific objectives are:

(1) To design instructional materials and develop teaching strategies which reflect the cultural background and recognize the educational needs of Mexican American and Negro American children, Ages Three to Six, and Grades One through Twelve.

(2) To prepare a cadre of teachers capable of making effective use of the new social education materials.

(3) To field test and evaluate the materials in three urban areas of concentrated Mexican American populations.

The materials and teaching strategies of the social education programs will be designed to enable students to achieve four general objectives:

(1) The development of basic knowledge (fundamental concepts, main ideas, specific facts) essential to the effective understanding of social reality

(2) The development of intellectual abilities (interpretative, analytical, critical) essential to individual achievement and advancement

(3) The development of affective behaviors (attitudes, feelings, sensitivities, values) essential to adequate self-concept, open-mindedness, and tolerance for social and cultural diversity

(4) The development and extension of social skills necessary for effective interaction with others

The expected outcome of this effort is a total approach to the social education of Mexican American and Negro American children which provides for sequential development of the social concepts and skills essential to their effective participation in American society.

Strategy and Procedures

Plans for achieving the overall objective of the Laboratory's Social Studies Program involve two interrelated efforts -- a long range impact and a number of corollary short range impact projects. The long range program will provide a structure for the Program. The short range projects will provide immediate relief for urgent problems in social studies education in this Region.

Long Range Impact Program

The procedure for implementing the long range program involves four phases. In Phase I, basic information will be gathered for developing the program's structure. Phase II, building upon the information gained in Phase I, includes the identification of specific social concepts and skills necessrary for the effective social education of Mexican American children. The sequence in which these concepts and skills should be introduced in the program will be established. In Phase III, the content and teaching strategies of the program will be designed. In Phase IV, the Program will be field tested and evaluated in three selected pilot centers. The programs defined for use with Mexican American children then will be adapted for use with Negro American children.

Short Range Impact Project

Two short range impact projects have been identified for immediate attention:

- The adaptation of materials for the study of Mexican American culture.
- The development of a citizenship training module for use at the junior high school level.

Texas A&M University, in cooperation with Bryan Independent School District, is working with a Title III project, Programa de Educacion Inter-Americana, in intercultural and international curriculum development. The Laboratory and Programa have established a working relationship to support jointly the cooperative development of social studies materials.

Description of Accomplishments

During the past several months, the Laboratory has planned a model for the operation of the Social Studies Program. Seven social studies educators were appointed in November 1966, to an Advisory Committee which has met periodically with the Laboratory staff.

Preliminary plans have been made for coordinating the Laboratory's Social Studies Program with the Language-Bilingual Education Program and with the Program to Improve Education for the Mexican American.

PROGRAM COORDINATION AND PLANNING ACTIVITY

Objectives

The objectives of this activity are to provide overall direction and coordination to the Social Studies Program and to relate systematically this component of the Laboratory's effort to its total educational endeavor. It is expected that this activity will provide for the continuous development and refinement of the Social Studies Program.

Description of Accomplishments

An advisory committee composed of seven social studies educators was appointed in November, 1966. This group has produced a comprehensive and functional design for implementing the Laboratory's Social Studies Program, which initially will be directed toward improving the social education of Mexican American children. The strategy to be employed in this program can be adapted to the development of social education programs for other cultural groups in Texas and Louisiana.

The specific accomplishments of this activity to date are:

(1) A detailed structure for program development has been designed.

(2) Program development activities have been initiated.

(3) Specific problem areas in social studies education for disadvantaged children have been identified.

(4) Cooperative relationships in program development have been established with the Texas Education Agency and area colleges and universities.

(5) Systematic interrelation with other Laboratory programs has been initiated.

(6) Efforts to secure a half time Program Director have begun.

PROGRAM DEVELOPMENT ACTIVITY

Objectives

The overall objective of this activity is to develop social education programs for use with Mexican American children, Grades One through Three. Phases I and II of the Social Studies Program, which provide the bases for this activity, are described in "Objectives of Overall Social Studies Program." The specific objectives of these preliminary activities are:

(1) To relate the cultural and educational characteristics of Mexican American children to their specific needs for adequate social understanding and development.

(2) To determine the ways in which conventional social studies programs do not meet these needs.

(3) To identify the social concepts and skills necessary for the effective socialization of these children.

(4) To establish both scope and sequence for the effective development of these concepts and skills in social studies programs.

Description of Accomplishments

Preliminary identification of production team personnel and consultant assistants has begun. This activity will become operational in June, 1968.

EDUCATION AND TRAINING ACTIVITY

Objectives

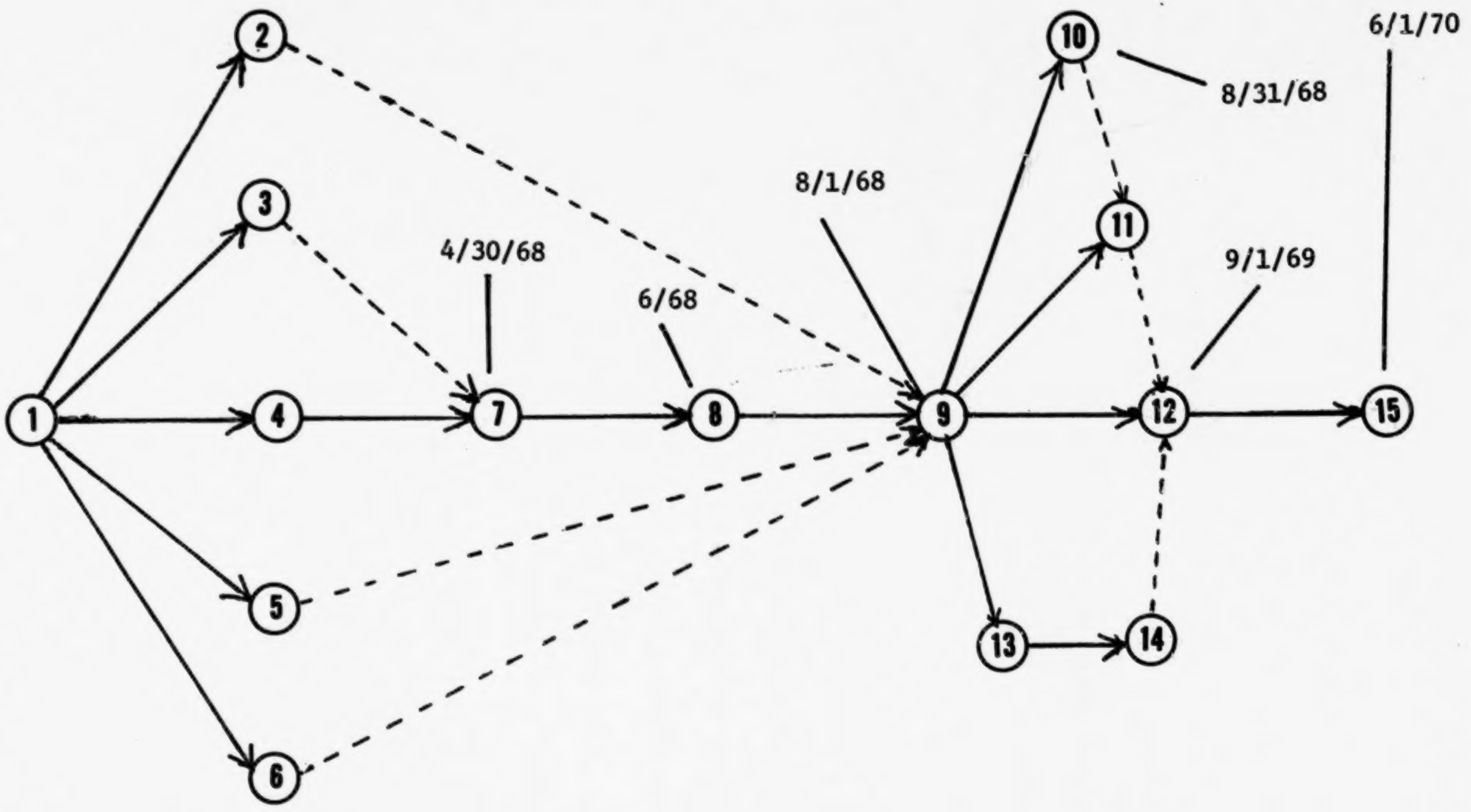
The purpose of this activity is to provide one-week in-service training for 18 teachers identified to field test the Social Studies programs produced in the Program Development Activity. The expected outcome of this activity is the full orientation of these teachers to the purposes of the programs, the content to be presented, and the teaching strategies to be employed.

SOCIAL STUDIES PROGRAM

LIST OF ACTIVITIES

1 - 2	Identify volunteer teachers
1 - 3	Hire 3 teams
1 - 4	Hire team of educator consultants
1 - 5	Hire editor
1 - 6	Identify 3 urban demonstration centers
4 - 7	Establish guidelines
7 - 8	Design materials (1 month)
8 - 9	Coordinate & evaluate materials (2 months)
9 - 10	Orient & begin in-service for teachers (1 month)
9 - 11	Tryout materials
9 - 12	Evaluate & refine program (14 months)
9 - 13	Develop instrument to assess development of program (Lab)
13 - 14	Develop model design for evaluation
12 - 15	Controlled evaluation of refined programs (69-70 school year)

PERT NETWORK FOR SOCIAL STUDIES PROGRAM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CURRICULUM DEVELOPMENT FOR CULTURAL GROUPS: SCIENCE EDUCATION

ACCOMPLISHMENTS AND PLANS

Rationale

Achievements in science and the resulting technological progress are major contributors to achieving the affluent society. The influence on society of science and technology are apparent; transportation, communication, and production of durable goods, to name a few areas, are being revolutionized. The rate of change in science and technology is accelerating. Increasingly, society requires of the individual more scientific and technological knowledge to be able to function effectively and to adapt to changes. Social requirements pose a serious problem for the educationally deprived cultural groups who frequently are unable to achieve success in science education.

Science education in its usual form of abstract symbolism poses serious problems for educationally deprived groups (e.g., ethnic minorities); however, there are strengths inherent in the new content and methodology of science education that hold some hope for the future. The cultural groups who have difficulty with abstract symbolism can identify well, on the other hand, with scientific activities that relate to better means of earning a livelihood. Scientific activities usually involve learning experiences with real things in real situations.

The Laboratory's interest in science education will be focused on meeting the unique needs of cultural groups.

Purpose and Expected Outcome of the Program

Preliminary plans are directed toward the establishment of science education curriculum framework(s) for disadvantaged children of Ages Three-Six and Grades One-Twelve. To conform with priorities for other curriculum development efforts of the Laboratory, the planning results will be scheduled to feed into the Language-Bilingual Education Program. This program already has utilized science content of the process oriented program of the American Association for Advancement of Science (AAAS) in a planned bilingual language development program, Grades One-Four. Planners will consider this work already completed, then establis priorities for completing the science portion of the bilingual education program for Ages Three-Six and Grades One-Six, on or before September, 1971.

Description of Accomplishments

Science education planning by the Laboratory began in October, 1966, with a meeting of twenty-five distinguished scientists and science educators who were invited to assist the Laboratory staff. The Laboratory's chief concerns are the need for innovations in science education, adequate teacher preparation, and the need to individualize instruction.

The Laboratory's survey of current practices in science education in Texas and Louisiana resulted in a Monograph being published by the Laboratory.

PROGRAM FOR IMPROVEMENT OF EDUCATION OF THE NEGRO AMERICAN

ACCOMPLISHMENTS AND PLANS

Rationale

In spite of professed desires of the American people to educate every American to the full extent of his capacity, previous inferior education, poverty, and cultural isolation handicap millions of American children in achieving this goal. One of the most disadvantaged subcultural groups in our society is the Negro American. His opportunities for achievement are complicated by a history of segregation, and his role in our society has been defined for him in such a way that society's low expectations have become his definition of himself.

Substantive efforts to correct the educational deficits of Negro children in the Region which the Laboratory serves have been limited. The interventions projected in this Laboratory Program are practical adaptations or amplifications of many of the best practices from the nation at large, and others are workable innovations. The Laboratory, therefore, sees its efforts to improve education of disadvantaged Negro children as a relevant undertaking for this Region populated by approximately 11 per cent of the nation's 20,500,000 Negro citizens.

Purpose and Expected Outcomes

The long-range purpose of this program is to develop and demonstrate activities which will alter positively the educational behavior of disadvantaged Negro children in Texas and Louisiana. After the development and demonstration of these activities, the Laboratory will disseminate results within the Region, encouraging the replication of successful practices.

The short-range objectives of the Program are:

(1) To implement one demonstration activity in language arts designed for in-service education of teachers of disadvantaged Negro children.

(2) To implement two demonstration activities in local schools designed to provide motivational experiences for disadvantaged Negro children, Grades One-Six, One-Eight, or Six-Eight.

(3) To implement three demonstration activities designed to involve parents in adult and family life education programs and acquaint them with procedures that can constructively modify values, social behavior, and educational performances of their children.

(4) To implement four Demonstration Early Childhood Activities designed

- to extend the range of experience for the children who attend.
- to develop a cadre of competent teachers for disadvantaged children.
- to offer demonstration and intern experiences in innovative early chilhood education to selected prospective teachers of disadvantaged children at the preschool level.

This effort should develop and refine a total approach to improving education for disadvantaged Negro children.

Strategy and Procedures

During the summer of 1966, a selected group of professional educators committed to the improvement of educational opportunities for Negro youth assessed the needs to which the Program for Improvement of Education of the Negro American would be addressed. The Laboratory appointed a Steering Committee and funded its planning activities.

Three sub-groups wery formed to design the specific activities of the Program:

- teacher development for instructors of children ages three to eight and primary grades through junior high school.
- pupil motivation, focusing upon children ages five to fifteen.
- parental involevement in their children's school experiences.

These sub-groups were coordinated through an Executive Committee of nine other persons. Ten demonstration activities located at seven school districts have now been implemented. All Program activities are coordinated by Dr. Robert Hughley, Program Director since July 17, 1967.

Within the Laboratory, the Program for Improvement of Education for the Negro American is coordinated with other programs through the Division of Planning and Implementation. The Program Director works with the Associate Director of Planning and Implementation to manage Program activities and to incorporate information from evaluation of the Program into replanning.

Evaluation by the Division of Research and Evaluation has been in process from the inception of each program activity, and each program will be revised to incorporate changes coming from the evaluations. Professional assistance in diffusing information and materials throughout the Region is obtained through the Division of Dissemination.

Staff members are analyzing sites and making recommendations for future project locales. At the completion of staffing at these sites, members of the Research and Evaluation staff will meet with the Program Director and on-site Project Directors to develop an overall plan for evaluation.

Models from outside evaluation design teams will be utilized. Models developed by the cultural and social analysis team may be appropriate for the Demonstration Motivation Activity; the model for teacher development may be appropriate for the Demonstration Staff Development Center; and the models produced by the oral language development team and the child development team may be appropriate for the Demonstration Early Childhood Education Activity as well as for the students involved in the Demonstration Staff Development Activity.

Description of Accomplishments

Beginning in June 1967, the Laboratory staff conferred with school officials, members of the Compensatory Education Division of the Texas Education Agency and representatives from the Louisiana State Department of Education concerning possible demonstration sites for the Negro Education Program. From the eleven sites considered, the following seven were determined to be best suited to initiate the Laboratory program:

Site	Activity
Bossier Parish Schools, Lousisiana	Demonstration Early Childhood
Cypress-Fairbanks ISD, Texas	Demonstration Parent-School Partnership Demonstration Motivation
Northeast Houston ISD, Texas	Demonstration Early Childhood Demonstration Parent-School Demonstration Motivation
St. Landry Parish, Louisiana	Demonstration Parent-School Partnership
Tyler ISD, Texas	Staff Development Demonstration Early Childhood
Caddo Parish, Louisiana	Demonstration Early Childhood
Orange Common School District, Texas	Demonstration Early Childhood

STAFF DEVELOPMENT DEMONSTRATION ACTIVITY

Objectives of Activity

The Demonstration Staff Development Activity seeks to extend the professional effectiveness of teachers of culturally deprived and educationally disadvantaged children through inservice training conducted in a realistic classroom situation.

Instruction for teachers in new procedures and materials has, traditionally, been divorced from classroom use of the new information. Summer workshops are an example of this. While this approach may provide maximum attention to the specific task at hand, research findings suggest that the value of teacher education conducted outside the school context has liminations.

The Demonstration Center, which began operation in the Fall 1967, in the Dunbar Elementary School building at Tyler, Texas, is an ongoing aspect of the regular school program. It provides a controlled, but realistic learning environment. Teachers spend seven weeks working with disadvantaged Negro children. This time is divided into three days a week, every other week, so that teachers begin to introduce the new techniques they are learning into their regular classrooms almost immediately.

The Center concentrates on several curriculum areas selected in response to local needs. Because language skills permeate virtually all learning areas and are the source of many learning difficulties among disadvantaged Negro children, this Activity is initially directed toward improved instruction in language arts.

Description of Accomplishments

During June 1967, the Laboratory began negotiations with the Tyler Independent School District to establish a center for staff development for teachers of Negro children. Through multiple funding, the Tyler Early Childhood Study and Appraisal Center can demonstrate an innovative and exemplary center integrating these problems: (1) a Child Appraisal Center and Demonstration Laboratory for Children Ages Three-Five (funded under Title III, ESEA), (2) a Staff Development Center for Primary Grade Teachers (funded by the Southwest Educational Development Laboratory and Tyler ISD), and (3) a Dialect Analysis and Directed Language Change Program (funded by Tyler ISD, the Texas Education Agency, and the Southwest Educational Development Laboratory.)

The Staff Development Center in the Dunbar Elementary School building began in the Fall, 1967. Sixty-four teachers of disadvantaged children, Grades one, two, and three, are participating in the Center. Two-thirds are Negro and one-third Anglo.

EARLY CHILDHOOD CENTER DEMONSTRATION ACTIVITY

Objectives of Activity

Relatively few school systems in Texas and Louisiana provide tax-supported, year-round school programs for children ages three-five. Research indicates that this fact has particularly unfortunate effects among families living in impoverished conditions in Negro neighborhoods.

The Demonstration Early Childhood Education Centers provide proper food and sanitation, a setting conducive to self-expression and free play, and an expanded experience of his own environment and of the wider culture that the disadvantaged child lacks. The Centers will be laboratories for developing and testing new materials and teaching techniques.

The Demonstration Centers will enroll mainly three- and four-year-olds and some five-year-old children (in communities where there is no kindergarten) selected from pockets of poverty and cultural isolation populated principally by Negro families. Preference has been given to children from large families found to be relatively stable as neighborhood residents.

The heart of the program is an activity-oriented curriculum in communications, science, number work, approaches to the fine arts, motor skills, health, physical education, and safety, and in socialization processes. The participating three-year-old children will have the benefit of maximum time (three years) in the program.

Expected results include the following:

(1) After one year, at least 80% of the three-year-olds will perform at the indicated levels. Each of these will

Communications

- speak in sentence patterns of at least five words.
- listen to stories of at least 15 minutes duration.
- recognize at least 20 letters of the alphabet.
- write at least 15 letters of the alphabet.

Fine Arts

- sing at least five songs about familiar things.
- make at least three basic rhythmic movements involving large smooth muscles.
- use at least three simple rhythmic instruments.
- perform at least two simple dances.
- produce at least three kinds of art.

Physical Activities

- perform at least three imitative activities (duck walk, frog jumping, tree swaying, etc.).
- participate in at least four games and stunts.

(2) At least 80% of the four-year-olds, in Communications, Fine Arts, and Physical Activities, will

- perform the same activities as indicated for three-year-olds to 50% greater extent (except recognize all letters of alphabet).
- perform at least 50% of the more difficult activities as indicated in program description.

(3) All five-year-olds will perform at criterion level in all activities designated for three-year-olds and in addition at least 80% of them, in Communications, Fine Arts, and Physical Activities, will

- perform the same activities as indicated for three-year-olds to 100% greater extent (except alphabet).
- perform all the additional activities designated for four-year-olds.
- perform 50% of the additional activities designated specifically for five-year-olds as indicated in the program description.

Description of Accomplishments

Demonstration Early Childhood Centers are operating instructional programs at Orange Common School District, Orange County, Texas; Northeast Houston Independent School District, Harris County, Texas; Tyler Independent School District, Smith County , Texas; Bossier Parish Schools, Bossier City, Louisiana; and Caddo Parish (Shreveport). These Centers were set up to function along with Demonstration Staff Development Centers in elementary schools. During this funding period, however, except in Tyler, they have been established separately. Center staff positions include a Teacher-Director, one teacher, two to four teacher-aides, and ancillary personnel consisting of a maid-kitchen helper, a janitor-driver, and cooks.

The Caddo Parish (Shreveport) program is jointly supported by the Southwest Educational Development Laboratory, the South Central Regional Educational Labroratory (headquartered at Little Rock), and the Caddo Parish Schools.

PARENT SCHOOL PARTNERSHIP DEMONSTRATION ACTIVITY

Objectives

Children typically do not achieve well in school if the school's role is not favorably accepted and reinforced at home. Conflicting values and goals and lack of routine communication hinder the school's rapport with the Negro community; yet, research shows that adequate parental assistance will significantly improve the educational performance of disadvantaged Negro pupils and that large numbers of Negro parents can be involved effectively in assisting schools to educate their children.

This Activity expects to demonstrate how to involve the typically disadvantaged Negro community in an elementary school program to change the attitudes of indifference (often based on ignorance) which Negro parents and teachers often have toward each other. The several sites involve one elementary school each. Objectives are related to four activity areas: those designed to attract parents; those relating to the home; those relating to the community; and those relating to the school.

(1) After one year of activity to attract parents:

- At least 80% of the parents (or parent-figures) will have been personally contacted by the community agent.
- At least 50% of the parents will have attended an orientation session about the Program.
- At least 40% of the parents will report favorable opinions about their role in assisting the school in educating their children.
- At least 40% of the parents will report that their own involvement in school affairs has benefited the community.

(2) After one year of activity related to changes in home environments:

- At least 35% of the parents will have participated in activities designed to bring about a commitment to the better education of their children.
- At least 25% of the parents will have made some observable change in the home environment that indicates a commitment to assisting the school in educating their children.

- At least 25% will report favorable views on their role as influencers of their children's acceptance of educational opportunities.

- At least 75% of teachers will report favorable views about parents assisting with the education of their children.

(3) After one year of activity related to community:

- At least 35% of the parents will have participated in activities designed to inform them about community services that are available.

- At least 25% of the parents will demonstrate knowledge of at least 80% of the community services that are available.

- At least 25% of the parents will have utilized at least one of the community services.

- At least 25% of the parents will have been actively involved in some project to improve the community.

- At least 75% of the teachers will report favorable views about parent assistance in school activities.

(4) After one year of activity related to school affairs:

- At least 35% of the parents will have attended meetings designed to inform them of things they can do at school.

- At least 25% of the parents will have participated in activities designed to assist the schools on at least ten different occasions at school.

- At least 25% of the parents will have participated in an educational program designed to serve their needs.

Description of Accomplishments

This Activity is in the implementation stage at three sites: Carverdale School of the Cypress-Fairbanks ISD, Fairbanks, Texas; the Settegast Elementary School, Northeast Houston ISD, Harris County, Texas; and at North Elementary School, St. Landry Parish Schools, Opelousas, Louisiana. The staffs for the Activity have been selected at the three sites. Special adult classes for the parents have been organized. Sewing classes are popular with the mothers. Parents in the Settegast community have installed a Clothes Closet at the school, in which good and warm outgrown clothing are made available to the less fortunate children.

DEMONSTRATION MOTIVATION ACTIVITY

Objectives of Activity

Disadvantaged children--the children of poverty and of generally restricted opportunities--are particularly in need of experiences that are deliberately designed to encourage them to set their sights high. This is true because socially disadvantaged children have infrequent opportunities for success. If the aspirations of disadvantaged children are to be raised, it is necessary to intervene--to design and institute strategies that will help them see the relevance of achievement in school to the solutions of current problems and to those of the future. Disadvantaged children can learn to become constructive citizens through educational programs designed to meet their needs.

The purpose of this activity is to create the desire among disadvantaged children to achieve in the schools as a means of motivating them toward success in life.

After one year of motivational activity with disadvantaged Negro youth in a fourth through ninth grade school setting:

- At least 50% of the students will have developed improved self-concepts as evidenced by personality and aspiration pre- and post-tests.
- At least 50% of the students will have demonstrated a stronger desire to learn as evidenced by attendance records and teacher observations.
- At least 50% of the students will have raised their vocational aspiration level as evidenced by pre- and post-tests.
- At least 50% of the students will have raised their level of academic performance as evidenced by grades and, where possible, standardized tests (will be made possible after first year).
- At least 50% of the students will have demonstrated improvements in responsible classroom work as evidenced by teacher observations.
- At least 50% of the students will give evidence of positive change in views about Negro heritage, as evidenced by pre- and post-tests.
- At least 50% of the students will show changes in awareness of aesthetic values as evidenced by observed changes in their own personal appearances, observed changes in their reactions to things of beauty and orderliness, and less involvement in vandalism.

Description of Accomplishments

This Activity is in the implementation stage at two sites: Carverdale School of the Cypress-Fairbanks ISD, Houston, Texas, and the Settegast School of the Northeast Houston ISD, Harris County, Texas.

TEACHER EDUCATION DEMONSTRATION ACTIVITY

Objectives of Activity

This Activity is designed for pre-service teachers at the fifth year college level and will be implemented within the framework of existing teacher certification standards in the Region. The pre-service trainees will be prospective teachers who will commit themselves to employment in elementary schools of Texas or Louisiana in which students consist predominantly of disadvantaged Negro children. The participants in this Activity will be expected to reflect in their teaching behavior a respect for and acceptance of disadvantaged children and their culture, as distinct from appreciating the difficulties of the low income environment. The emphasis of this objective is that teachers who manifest this behavior have a firm belief in the pupils' ability to learn. They will "expect more and get more" from the children.

When pre-service teachers have completed the content phase of their instructional program and participate in practicum experiences, they will demonstrate ability to perform the following, as measured by a behavioral checklist:

(1) identify culturally-based behaviors and utilize them for educational purposes

(2) accommodate their instructional procedures to the varied learning styles of disadvantaged learners

(3) develop inquiry, initiative, interest, courage, and industry among their pupils

(4) utilize to advantage the high imagination, creativity, spontaneity and aggressive traits frequently possessed by disadvantaged learners

As a result of this project it is to be expected that the pupil population served by the participants after one year of professional service will:

(1) reflect the acquisition of positively oriented self-concepts, as evidenced by scores on the California Test of Personality

(2) maintain at least the former average rate of academic growth, as measured by a standard general academic achievement test (normally the rate would regress)

NEGRO EDUCATION PROGRAM
LIST OF ACTIVITIES

PARENTAL INVOLVEMENT PROJECT

2 - 3	Select Opelousas staff and community agent (1 day)
3 - 6	Orient staff and c.a. (1 day)
3 - 7	Identify community resources
2 - 4	Hire consultant
2 - 5	Complete negotiations with N.E. Houston (1 day)
6 - 9	Identify lay leaders
5 - 8	Select N.E. Houston staff and community agent (1 day)
8 - 10	Orient staff and c.a. (1 day)
8 - 11	Identify community resources
9 - 14	Orient school (1 day)
10 - 12	Identify lay leaders
12 - 13	Orient school (1 day)
14 - 15	Implement program
14 - 16	Workshop

PUPIL MOTIVATION PROJECT

17 - 18	Select CF staff (1 day)
17 - 19	Negotiate site with NE Houston (1 day)
17 - 21	Hire consultant (1 day)
18 - 24	Orient staff (1 day)
19 - 20	Select staff (1 day)
20 - 23	Orient staff and principal (1 day)
21 - 22	Plan for program implementation
24 - 25	Orient school (1 day)
24 - 26	Workshop (21 days)
26 - 27	Implement program

EARLY CHILDHOOD CENTERS PROJECT

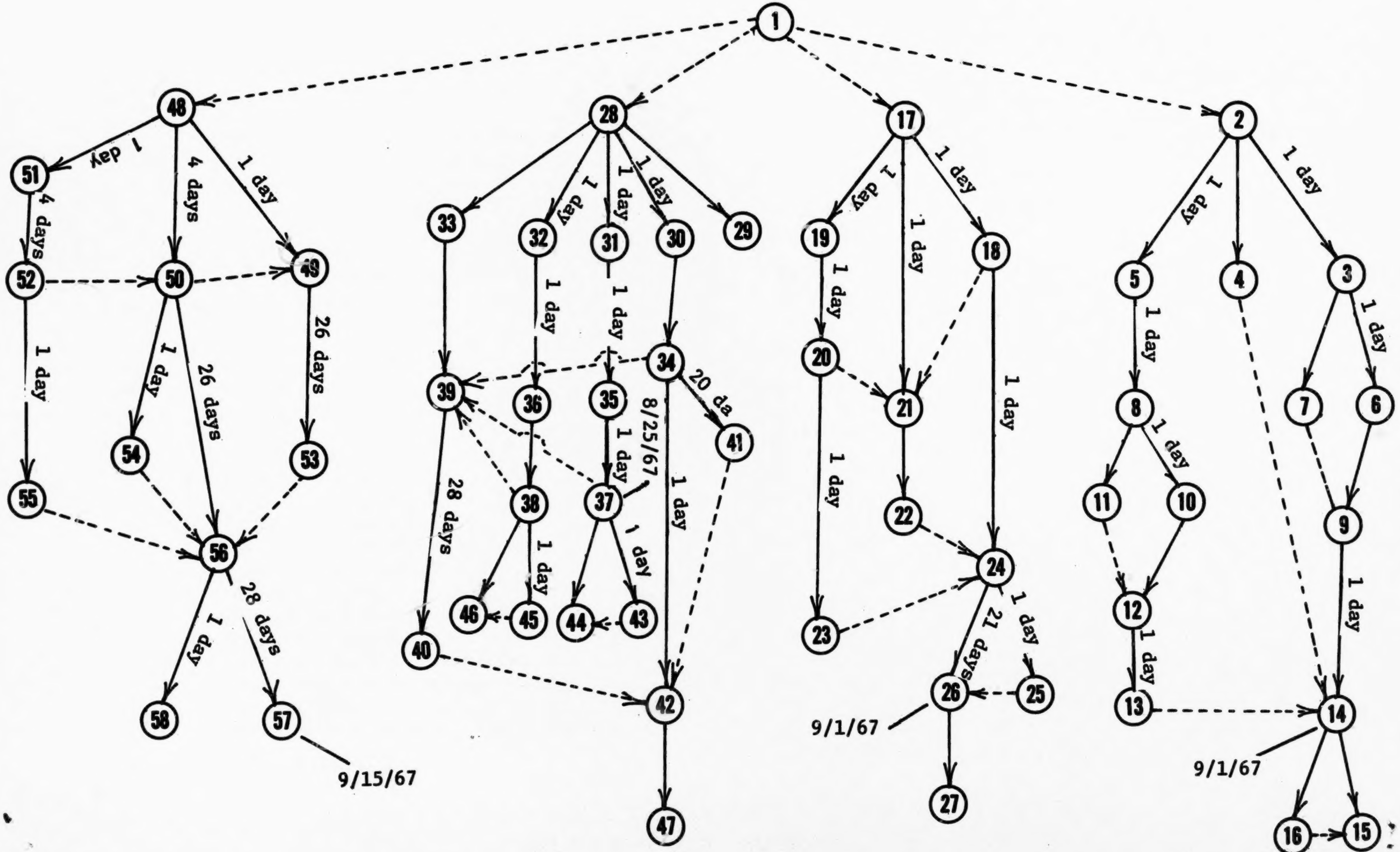
28 - 29	Develop Caddo
28 - 30	Select Orange staff (1 day)
28 - 31	Complete negotiations with Bossier City (1 day)
28 - 32	Culminate N.E. Houston site negotiations (1 day)
28 - 33	Hire Workshop consultants
30 - 34	Orient staff and principal (1 day)
31 - 35	Select staff (1 day)
32 - 36	Select staff (1 day)
33 - 39	Organize for Workshop
34 - 41	Recruit children (20 days)
34 - 42	Orient school (1 day)
35 - 37	Orient staff (1 day)
36 - 38	Orient staff (1 day)
42 - 47	Implement programs
37 - 43	Orient school (1 day)
37 - 44	Recruit children
38 - 45	Orient school (1 day)
38 - 46	Recruit children
39 - 40	Workshop (28 days)

STAFF DEVELOPMENT PROJECT

48 - 49	Select director (1 day)
48 - 50	Select Tyler staff (4 days)
48 - 51	Finalize Beaumont agreement (1 day)
49 - 53	Implement centers (26 days)
50 - 56	Organize for both training sessions (26 days)
50 - 54	Orient staff and principal (1 day)
51 - 52	Select Beaumont staff (4 days)
56 - 57	Train both staffs (28 days)
56 - 58	Orient district personnel (1 day)
52 - 55	Orient staff and principal (1 day)

PERT NETWORK FOR

NEGRO EDUCATION PROGRAM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DEMONSTRATION PROGRAM FOR IMPROVEMENT OF EDUCATION OF THE MEXICAN AMERICAN

ACCOMPLISHMENTS AND PLANS

Rationale for Selection of the Program

Mexican Americans --- whose language, values, and traditions differ vastly from those of the dominant Anglo culture --- is the term used here to describe those American citizens of Mexican heritage who, since the 17th Century, have constituted an important percentage of the population in the states of California, Arizona, New Mexico, Colorado, and Texas. Economic and political conditions in both the United States and Mexico have led to an almost continuous migration of Mexican nationals into this five-state Region.

The Mexican American population of Texas in 1960 was 1,417,810, or approximately 15 per cent of the total population. In contrast to other immigrant groups, this group has retained much of its language, values, and traditions. This condition, which is the cause of many educational problems, is probably due to the close geographic proximity of and the relatively easy access to the mother country.

Approximately 70 per cent of the Mexican American students in the areas of greatest concentration enter school with little knowledge of English, the language used for virtually all classroom instruction. This language problem, in addition to formidable cultural, economic, social, and health problems, will have all too common consequences for many Mexican American students: poor social adjustment to school, lack of academic success, and psychological acceptance of failure --- all characteristics which are typical of an early dropout.

To cope with these problems, better programs to meet the unique problems of the Mexican American must be developed in the schools.

It is obvious that needs exist for better methods of instruction and special services for each child in this group. The disturbing questions include the following:

(1) Why are new materials and new media not being devised and used to individualize the instruction of the Mexican American child?

(2) Why are the "special services" available to this child so inadequate, in view of the overwhelming differences between his cultural environment, as well as his language, and those of the dominant culture?

(3) Why has the special preparation needed by teachers and special service personnel who work with Mexican Americans been neglected?

(4) What compensatory educational programs besides Headstart and existing Migrant Schools are needed to narrow the educational gap for Mexican American children?

(5) What can be done to develop the parents' role in helping to keep the bilingual child interested in school?

In its attempts to answer such fundamental questions and activate other institutions in the Region, the Southwest Educational Development Laboratory is establishing model programs in urban demonstration centers where the most promising research in materials, media, and methodology can be field tested and further developed. These centers will serve as demonstration sites for the hundreds of school systems in Texas serving Mexican American children. The eventual benefits of this program should have far-reaching effects on the educational institutions of all states with large bilingual populations.

Purpose and Expected Outcomes

The long range objective of this program is to demonstrate model programs designed to improve dramatically the education of Mexican Americans. Ideally, in each classroom a Mexican American child attends, the teacher, instructional program, materials, and activities would be structured to take into account his strengths and weaknesses, his different language and culture, and his other individual needs.

Outcomes anticipated this year include:

(1) Initiation of model urban demonstration centers at McAllen and San Antonio (also Corpus Christi and Laredo if funds become available) to demonstrate bilingual education programs for elementary schools (including adult education for parents).

(2) Initiation of a model teacher education program to prepare 30 bilingual teachers to work in elementary schools with Mexican American children.

(3) Initiation of a model counselor education program to prepare 30 counselors to work with Mexican American children in elementary and junior high schools.

Strategy and Procedures

The Southwest Educational Development Laboratory has instituted a series of urban demonstration centers in selected school sites to serve as models for the education of Mexican American children. In these model programs, the Laboratory will present educational opportunities designed to stimulate maximum self-realization through academic achievement, personal integration, and social adjustment. The typical model project will encompass:

(1) a preschool program for three-, four-, and five-year-old children.

(2) a bilingual elementary school program, the teacher speaking Spanish and teaching English as a second language.

(3) a secondary school program directed toward the needs of Mexican American students.

(4) a teacher in-service education program.

(5) a parental and community involvement program.

At Texas Technological College in Lubbock, Texas, a teacher education feasibility study is being conducted to develop a model pre-service education program for teachers and counselors of Mexican American children. Personnel in this project will identify the instructional and educational needs of Mexican American children, identify the teacher and counselor competencies necessary for meeting these needs, and develop a teacher education program designed to develop the necessary competencies.

After successful field testing, this teacher preparation program will be available for implementation at other institutions.

Description of Accomplishments

Program Coordination

Laboratory activities in other program areas have been coordinated with those of the Mexican American program. The Research and Evaluation Division has prepared the research design for the project. Activities in Mexican American education being conducted by other agencies --- local school systems; state and national education agencies; universities; and local, state, and federal programs for the disadvantaged --- are being studied with the idea of coordinating the Laboratory's work with that of all other organizations.

The Research and Development Center on Teacher Education at the University of Texas and the Laboratory have worked together on the design of the Mexican American program activities. William Bennie, Associate Director of the R & D Center, served as a consultant to the Planning Committee of this Program. Program objectives of the Laboratory and the Research and Development Center are related and joint support of programs is anticipated as appropriate.

Migrant Urban Demonstration Center

(1) With the assistance of the Curriculum Development for Cultural Groups Program of the Laboratory, materials are now being developed for a preschool program for three-, four-, and five-year-old Mexican American children. Negotiations were conducted with the Office of Economic Opportunity for joint funding of these preschool programs.

(2) A model elementary school program incorporating bilingual instruction during the first three grades is ready for operation in San Antonio and McAllen.

(3) A model secondary school program has been established in McAllen.

(4) In cooperation with St. Mary's University, Pan American College, Texas A & I University, the Texas Education Agency, and the Inter-American Educational Center, four teacher training institutes for project teachers were presented during the summer of 1967. Inservice training programs are now being conducted in San Antonio and McAllen.

Teacher Education and Counselor Education Project

Both the Teacher Education and the Counselor Education programs are being studied intensively. Library materials are being collected, a research team has been selected, and the student participants are being selected. Specifications for the special Teacher and Counselor Education programs are also being determined. This feasibility study is being conducted jointly with the Southwestern Cooperative Educational Laboratory in Albuquerque.

MODEL URBAN DEMONSTRATION CENTER ACTIVITIES

Objectives

The long range objective of this project is to improve educational opportunities for Mexican American children. This objective is to be met through the implementation of model preschool, elementary school, secondary school, teacher education, and parental and community involvement programs.

The following are the objectives for each of the components in the urban demonstration centers:

(1) Preschool programs

- To develop oral competence in the Spanish language to the level necessary for readiness to learn reading, arithmetic, social studies, and science upon entry into the first grade. Spanish language vocabulary will be developed to the level where all words to be presented in initial reading activities are a part of the child's usable vocabulary
- To develop English oral language competency through a program of English as a second language (Level of competence to be determined by the Curriculum Development and Adaptation Program of the Laboratory)
- To develop perceptual and conceptual skills to the level necessary for initiating a reading program
- To provide for the physical, social, intellectual, and emotional growth of the child through appropriate activities in each area
- To compensate for the limited environmental conditions characteristic of economically deprived children by providing enrichment experiences in school-related activities

Short Range Objectives

- To implement an exemplary program for 60 five-year-old pupils organized into four classes of 15 each
- To develop further and field test instructional materials for English and Spanish oral language instruction at the preschool level (in cooperation with the Language-Bilingual Program)

(2) Elementary school programs

- To reduce elementary school failure and retention through a bilingual education program that capitalizes on the child's proficiency in Spanish by using this language as a medium of instruction while English is being learned as a second language

- To identify problems in teaching a migrant population and to develop the instructional methods and materials for meeting these problems

- To provide diagnostic services to identify learning deficiencies in the children and develop the remedial instruction to eliminate the deficiencies

- To develop bilingual skills among Mexican American and Anglo American children in the school

Short Range Objectives

- To implement a bilingual program in Grades One, Two, and Three at the demonstration school in McAllen (approximately 400 children)

- To develop the necessary diagnostic instruments for the measurement of language skills of Mexican American children, preschool through eighth grade

- To develop a valid instrument for the identification of educational potential in bilingual children

(3) Secondary school programs

- To increase the holding power of the high school for Mexican American students

- To provide diagnostic services to identify learning deficiencies and develop remedial instruction to eliminate the deficiencies

- To acquire information regarding motivational factors and subsequently provide increased motivation for continuing in school

- To raise job aspiration levels of Mexican American secondary school students

- To provide a realistic and up-dated vocational education program at the high school level

- To identify gifted Mexican American students and encourage them to pursue college preparatory programs in order to prevent future underemployment

Short Range Objectives

- To identify the need for an improved program for Mexican American students

- To initiate the development of a program on the basis of needs identified

(4) Teacher preparation program

- To provide an in-service education program during the school year to upgrade teacher skills in working with Mexican American children

- To provide teacher preparation programs in order to implement promising innovations

- To provide summer institutes in preschool, elementary, and secondary education

- To provide intern opportunities for students in the model Teacher and Counselor Program at Texas Technological College

Short Range Objectives

- To provide an in-service education program during the school year to upgrade skills of 35 teachers, who work at McAllen with Mexican American children, Grades One-Eight

- To make available to these 35 teachers the most promising innovations discovered in the curriculum materials program

- To provide summer studies in migrant education and bilingual education for the 35 teachers (preschool-Grade Six) at the Migrant Education Center

- To establish a relationship between the Migrant Education Center and Pan American College in Edinburg that will involve college students and professors in the activities of the Center

(5) Parental and community involvement program

- To enhance parental participation in school affairs in order to promote better home-school cooperation

- To improve skills necessary for vocational rehabilitation through an adult basic education program

- To provide a continuing education program for the adult Mexican American population

- To raise the economic status of the home through vocational rehabilitation programs
- To develop an awareness of the relationships between the individual and the community and between the family and the community through a citizenship program
- To foster social and cultural development through school-sponsored programs
- To improve Mexican American and Anglo American relations through intercultural programs leading to better understanding and acceptance of each other

Short Range Objectives

- To establish an active parent-teacher organization in the school
- To initiate a model adult basic education program for 48 migrant parents
- To initiate social and cultural development for adults through school-sponsored programs

Description of Accomplishments

The following activities have been completed for the first urban demonstration center:

(1) The site has been established in McAllen, Texas, for the demonstration school.

(2) An executive committee has been organized to plan activities.

(3) Personnel have been selected: The Director of Program Development is a full time employee of the Laboratory; the Migrant Demonstration Center Director has been employed by the McAllen Independent School District and the Laboratory (each pays half his salary); clerical and secretarial personnel include one full time Laboratory employee and one employed jointly by the McAllen ISD and the Laboratory; Dr. Floyd Elliott of Texas A & I University serves as a consultant with other consultants to be named as needed; and 35 teachers have been employed by the McAllen ISD with Texas Education Agency assistance.

(4) A school program has been established to include an extended day program to operate in the Migrant School from November 13, 1967, through April 15, 1968. Children who arrived in McAllen before November 13 were placed in other classrooms, then transferred to the extended day program November 13.

(5) A model secondary school program is being established in McAllen. Programs for seventh and eighth grade students are being implemented this school year.

(6) Four classes in a preschool program for three-, four-, and five-year-old children was begun in McAllen for 60 boys and girls.

(7) Laboratory personnel discussed plans for the parental-community involvement program with officials from the McAllen agency of the Office of Economic Opportunity as well as the state OEO headquarters in Austin. Officials from both these offices pledged cooperation in funding the program during this school year.

(8) Teachers for the Center attended training programs during the summer of 1967:

- Twenty teachers and fourteen teacher aides attended Migrant Education Institutes at Pan American and Texas A & I Colleges.

- Three teachers attended an Instructional Systems Development Course at Lackland Air Force Base, San Antonio.

- Five teachers attended a Bilingual Education Institute at St. Mary's University, San Antonio.

(9) The Migrant Demonstration School at McAllen was remodeled ($108,000 made available through Title I, ESEA, Migrant).

TEACHER EDUCATION AND COUNSELOR EDUCATION DEMONSTRATION ACTIVITY

Currently, support is being provided for a feasibility study to determine if a Teacher Education and Counselor Education activity can be developed and, if feasible, how the program will be designed.

In addition to Texas Technological College and other institutions of higher education in the Region, it is expected that a close working arrangement in this area will be established with the Research and Development Center for Teacher Education at the University of Texas.

Objectives

Teacher Education Project:

(1) To determine numbers, characteristics and needs of Mexican American children in the region

(2) To synthesize research findings into a competency pattern needed by teachers to work effectively with these students

(3) To utilize a multi-disciplinary team in developing a model two-year teacher education program designed to produce teachers with the necessary competencies for working with Mexican American children in elementary schools

(4) To identify and recruit 30 prospective elementary school teachers whose potential competencies relate to the patterns identified (First group is being identified at end of college sophomore level; plans include junior high school and senior high school recruits in the future.)

(5) To implement a multi-disciplinary teacher education program designed to prepare the 30 teachers to work with Mexican American children

Counselor Education Project:

(1) To identify the counseling and guidance needs peculiar to Mexican American children

(2) To synthesize findings into a competency pattern needed by counselors to work effectively with these children

(3) To develop a model counselor education program designed to produce counselors with the necessary competencies for working with Mexican American children in elementary and junior high schools

(4) To test parts of the model in training sessions with persons who are now counselors

(5) To implement the model counselor education program with 30 teachers who aspire to work with Mexican American children

Description of Accomplishments

(1) Goals for the project have been identified.

(2) Directors and staff of this project, headquartered at Texas Technological College, have been employed.

(3) Forms for student recruitment have been developed.

(4) Teacher and counselor education feasibility study is in progress.

(5) A cooperative plan has been developed for the joint funding of this project by the Southwest Educational Development Laboratory in Austin and the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico. During the fiscal period ending November 30, 1967, the Albuquerque Laboratory will be expending $10,000 for this project.

PERT NETWORKS WITH INTERFACE ACTIVITIES:

LANGUAGE DEVELOPMENT: BILINGUAL EDUCATION*

A - 3 Collect dialect recording (7 mo.)
3 - 4 Edit linguistic analysis (6 wks.)
3 - 5 Prepare report (2 wks.)

2 - 6 Develop Title III proposal (19 wks.)

A - 2 Prepare precis for bilingual institute (2 mo.)

2 - 7 Organize consultant staff (1 mo.)
2 - 8 Order reference material (1 mo.)
2 - 9 Develop schedule of tasks (10 da.)
2 - 10 Interview regional personnel (1 mo.)
2 - 11 Prepare preview material (1 mo.)
9 - 12 Revise curriculum material (1 mo.)
12- 13 Produce written material (1 mo.)
13 - 14 Print written material (1 mo.)
14 - 15 Distribute written material (2 wks.)

B - C Confer on precis (2 mo.)
C - 16 Plan bilingual institute (1 mo.)
D - E Communicate institute plans
E - F Implement Phase I of institute (2 wks.)
F - G Plan Phase II of institute (r wks.)
G - H Hold regional workshops and inservice (3 mo.)

I - J Secure physical facilities (1 mo.)
J - K Select field-test teachers

*Activities indicatded on upper half of network.

PROGRAM FOR IMPROVEMENT OF EDUCATION OF THE MEXICAN AMERICAN*

2 - 3 Remodel school (5 mo.)
2 - 4 Migrant education institutes for teachers (6 wks.)
2 - 5 Migrant education institutes for teacher aides (3 mo.)
2 - 6 LAFB, ATC teacher training (1 mo.)
6 - 7 Design 27 sets of modules (1 mo.)

A - 8 Employ initial staff for teacher education (3 mo.)
8 - 9 Complete bilingual program specifications (3 mo.)
8 - 10 Hire additional staff (1 mo.)
8 - 11 Procure library material (3 mo.)
10 - 12 Design bilingual program (1 mo.)
10 - 13 Study teacher competency, etc. (1 mo.)

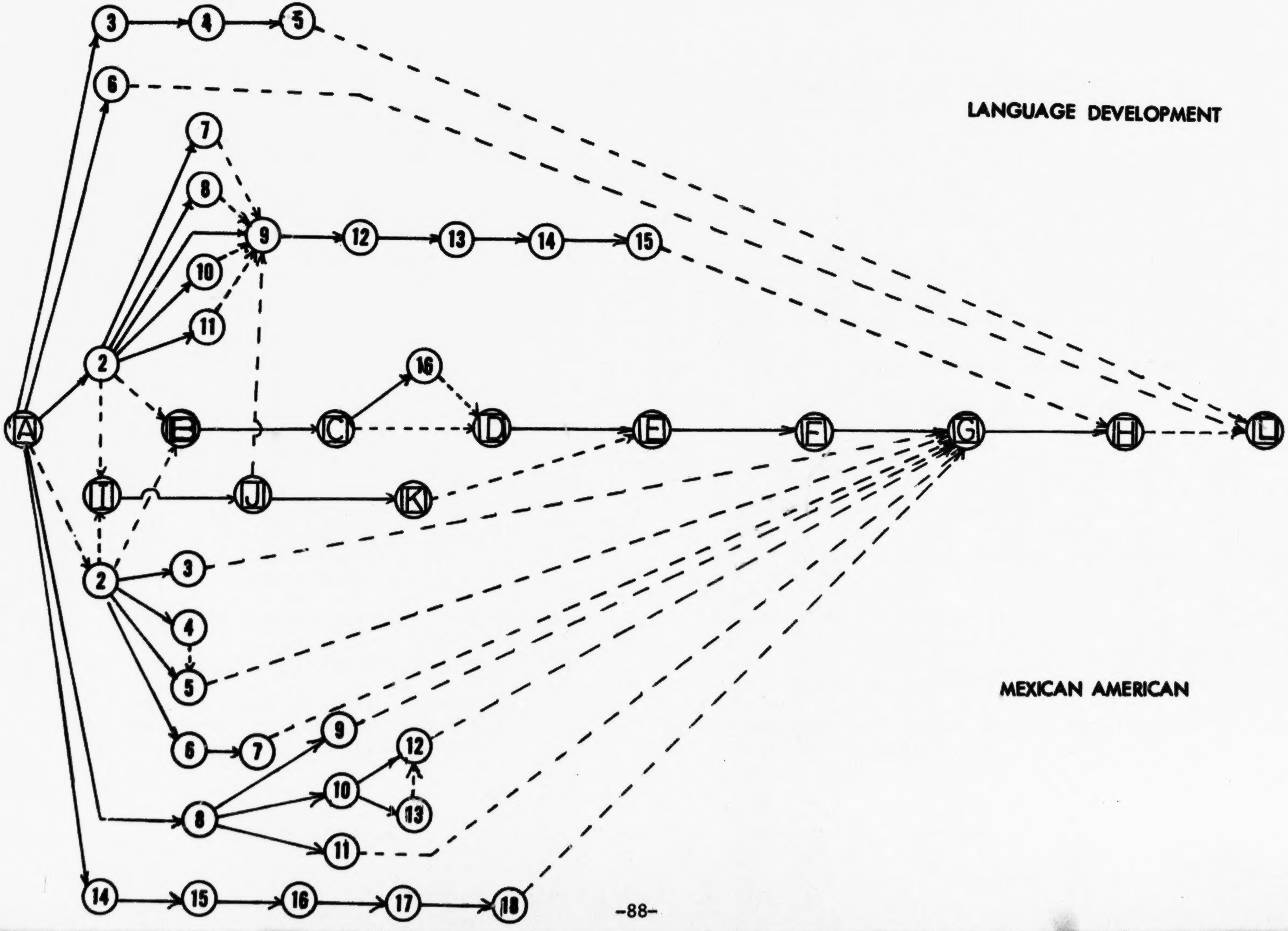
A - 14 Organize and staff counselor education project (3 mo.)
14 - 15 Plan Rresearch for counselor education (10 wks.)
15 - 16 Plan counselor workshop
16 - 17 Counselor workshop
17 - 18 Evaluate workshop

*Activities indicated on lower half of network.

NOTE: Number-to-number activities indicate activities of individual programs.
Letter-to-number activities indicate activities of individual programs.
Letter-to-letter activities indicate interface activities.

LANGUAGE DEVELOPMENT

MEXICAN AMERICAN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APPLICATIONS OF TECHNOLOGY

ACCOMPLISHMENTS AND PLANS

(Subsequent to the preparation of this material, a complete proposal was prepared in October and submitted to the Department of Health, Education, and Welfare. This document, "Budget Addendum: Applications of Technology, a Proposal for Information Systems in Education," contains comprehensive program descriptions in this area.)

Rationale for Selection of the Program

Applications of technology to education have been widespread in many parts of the nation. These applications have involved use of the computer in management procedures and as an aid to instruction. In the two-state Region served by the Southwest Educational Development Laboratory, isolated applications have been initiated only within the confines of some universities or in some metropolitan areas. The Laboratory can assume a definite leadership role in applying technology to education. Improved technology will strengthen all programs of the Laboratory and provide better services to the target populations.

Purpose and Expected Outcomes of the Program

The long rangy objective of the Technology Program is to provide additional tools and to utilize resources which will provide greater individualized instruction for all students. In reaching for this objective, intermediate objectives have been established:

(1) To develop programs of training and orientation for representatives of institutions within the Region, resulting in the introduction of technology into the school operation.

(2) To provide technical support for institutions wishing to install some component of educational technology.

(3) To adapt technology procedures developed in other states to meet the needs and demands of Texas and Louisiana schools.

(4) To provide technical assistance in program development to individual or cooperating schools.

(5) To involve Regional schools in computer-assisted instruction for orientation and training, as well as for development of curriculum materials.

(6) To establish a center for systems development and data processing to provide coordinated developmental and applications implementation programs in all areas of educational technology.

Strategy and Procedures; Description of Accomplishments

During the first months of operation, the Technology Program has concentrated on developing education and training procedures for local competence in data processing. The activities have been primarily on a pilot basis. Evaluation procedures compare activities in the school setting before and after Laboratory involvement.

New activities reflecting Laboratory accomplishments include courses for teachers and administrators in the San Antonio area and a familiarization and development program in computer-assisted instruction through four remote terminals in Texas and Louisiana. These activities have been in conjunction with Title III projects in San Antonio and College Station, Texas and Bossier City, Louisiana. School systems in San Angelo and in Houston, Texas, also have cooperated.

A terminal installation at Texas Christian University was supported partially by the Laboratory to train personnel in the Fort Worth-Dallas area. Now Texas Christian University has installed an IBM 1500 and launched its own program in the North Texas area.

The Technology Program employs two full time staff members. Programmers and machine operators are employed on a part time basis as needed for development and orientation programs. A contract with the University of Texas Computer-Assisted Instruction Laboratory has provided personnel for machine operation and program development, support of the remote terminals, and training and orientation of regional personnel.

This fall the education and training programs are being expanded to include other areas within the region. Activities in development and adaptation also will be increased as more personnel become capable of using these materials. Programs have been instituted in the San Angelo public schools, and work in the San Antonio schools will continue.

EDUCATION AND TRAINING DEMONSTRATION ACTIVITY

Objectives

(1) To provide education and training in educational technology for personnel from regional institutions, resulting in the instruction of technology into the school system.

(2) To encourage participation in educational technology application through remote terminals installation and software support.

(3) To acquaint institutions with services in technology available through educational service centers and from regional institutions.

Description of Accomplishments

During this funding period, pilot courses have been planned and conducted for teachers and administrators in the San Antonio area. These courses involve instruction and practice in using computers along with applications appropriate for classroom instruction. Activities for administrators involve applications to management procedures within the school and to decision making. Activities for teachers have introduced computer-oriented mathematics into the school curriculum.

The Laboratory has conducted an extensive program in cooperation with the University of Texas Computer Assisted Instruction Laboratory. Through this program, four terminals outside the city of Austin and five terminals within the city of Austin have been installed; all are connected to the IBM 1440 at the University of Texas. For each new terminal, extensive training is undertaken with members of the local school staff on site and Laboratory staff "on location" at the University. Then staff members from the University, supported by SEDL, conduct a workshop at the local school for terminal operators and others who will be involved.

As a result of these activities, data processing procedures are being initiated in five school districts in metropolitan San Antonio which had no data processing previously. An active interest in acquiring computer facilities has evolved from three school districts in Texas and Louisiana for the purpose of internal management and continued investigation of computer-assisted instruction. Further positive results are reflected in requests from three areas of Louisiana for help in developing local competencies in data processing and computer-assisted instruction. The recent organization of 20 regional educational services centers in Texas offers the Laboratory an important opportunity for leadership in developing technology for local school systems. Contacts have been established with these service centers.

APPLICATIONS DEVELOPMENT ACTIVITY

Objectives

(1) To adapt data processing procedures developed in other areas of the nation for application within the Region

(2) To develop procedures appropriate for applications within the area

(3) To work with Title III groups and regional service centers in the development of management and instructional procedures

(4) To develop curriculum materials for use with other programs of the Laboratory

Description of Accomplishments

During this period, Applications Development progress has been restricted to activities in the Metropolitan San Antonio area, primarily adapting existing programs to individual schools in the area. The Laboratory has provided programmers, developmental machine time, and operators in this effort.

A major developmental step being undertaken by the Laboratory is the development, with the San Antonio School District, of a scheduling procedure for the San Angelo Regional Education Service Center. This procedure will be available to all schools desiring module schedules, daily demand schedules, and more frequent scheduling. This process development is being conducted in cooperation with the Title III Inter-American Education Center in San Antonio. Test Analysis packages for the Title III center are also being produced.

These developments have involved five San Antonio area districts. Applications have been made in student scheduling, grade reporting, and school census.

APPLICATIONS IMPLEMENTATION ACTIVITY

Objectives

The objectives of this activity are closely related to those of Applications Development. Specifically, they are:

(1) To aid in the beginning operations of data processing and education.

(2) To implement curriculum materials for computer-based instruction.

(3) To provide initial support services for computer applications.

(4) To provide computer terminals in centers developed by other Laboratory programs.

Description of Accomplishments

Education and Training Activities have been conducted to develop the skills and competencies necessary for the Laboratory Technology Program to assume a leadership role in the Region. To implement the Program, however, computer hardware is necessary; the hardware has been available in the Austin area from the University of Texas and in the San Antonio area from St. Mary's University and local business establishments. Additional hardware will be available in the future in San Antonio from the Inter-American Educational Center; in San Angelo from the General Telephone Company; in Fort Worth from Texas Christian University; and possibly in Louisiana from Title III projects.

Implementation Activities have been restricted to five school districts in the San Antonio area where the Laboratory has provided technical assistance to establish pupil personnel procedures such as student scheduling, census applications, and grade reporting.

PERT NETWORK AND ACTIVITIES OF THE APPLICATIONS OF TECHNOLOGY PROGRAM

CENTER FOR INFORMATION PROCESSING

1 - 2	Phone area educators who may be interested in the CENTER (2 wks.)
1 - 3	Draft a general idea of the CENTER (2 wks.)
1 - 4	Schedule meeting of Technology Committee (1 mo.)
3 - 5	Reproduce draft (½ da.)
5 - 6	Mail draft to interested persons (½ da.)
6 - 7	Meet, discuss and revise plans with committee (2 da.)
7 - 8	Hire person to write detailed proposal of objectives and plan budget (10 da.)
8 - 9	Executive Committee for Technology meet (6 wks.)
9 - 10	Write proposal (2 wks.)
10 - 12	Revise proposal (2 wks.)
12 - 13	Arrange for duplication
12 - 14	Type final draft of proposal (1 da.)
13 - 15	Duplicate proposal (5 da.)
15 - 16	Submit proposal

REMOTE FILE MAINTENANCE SYSTEM

1 - 35	Employ programmers for cooperation with RFMS Program at U.T. (3 mo.)
35 - 36	Employ programmers for RFMS Program at U.T. (3 mo.)

SCHOOL DATA PROCESSING PROGRAM

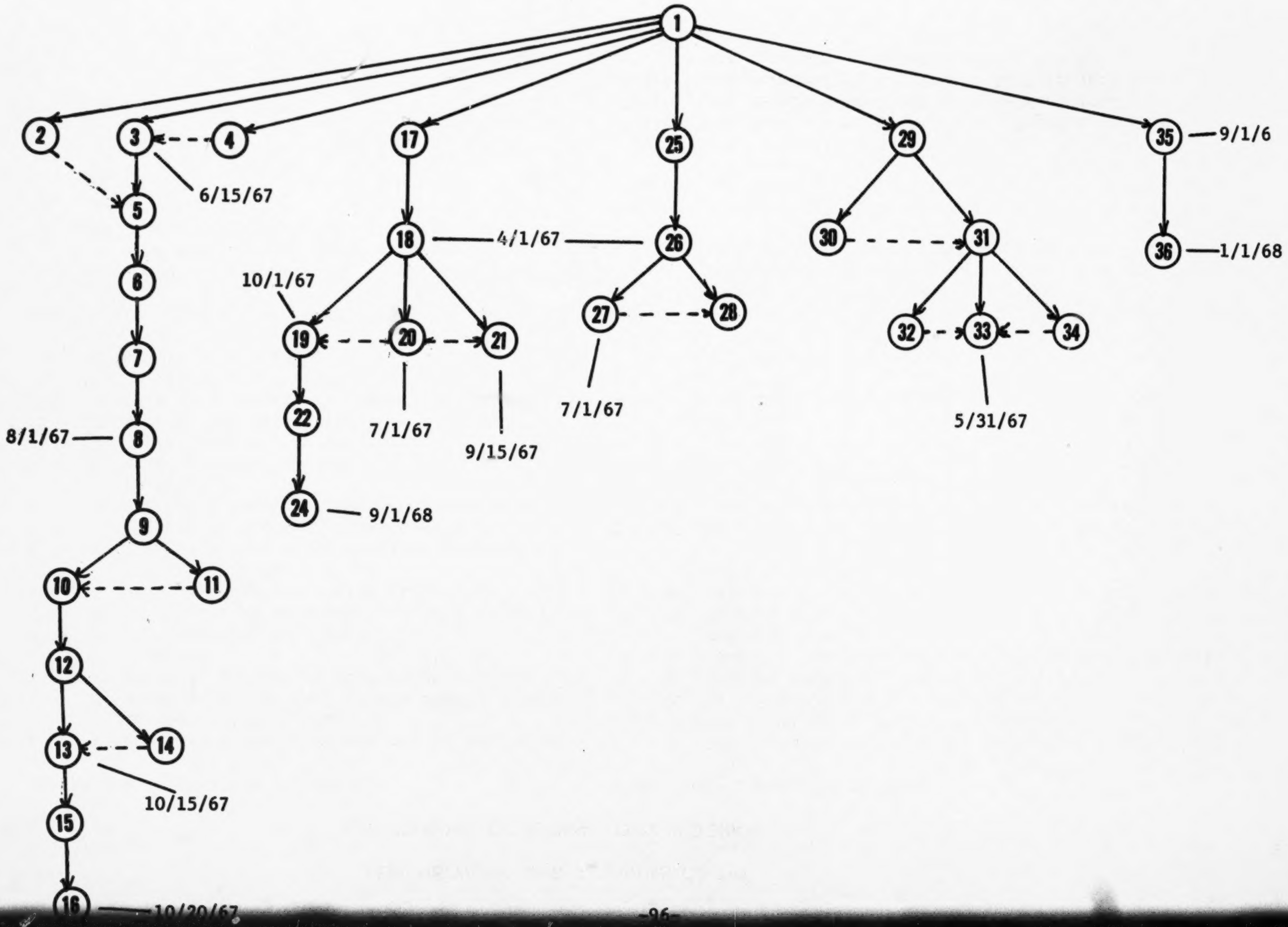
1 - 17	Develop pilot courses for teachers (1 mo.)
17 - 18	Give initial courses for teachers (4 wks.)
18 - 19	Hire consultants for schools
18 - 20	Conduct advanced classes (4 wks.)
18 - 21	Adapt existing management programs to individual schools (7 mo.)
19 - 22	Develop scheduling for San Angelo (5 mo.)
22 - 24	Disseminate scheduling to other interested schools (Summer, 1968)
1 - 25	Develop pilot courses for administrators (1 mo.)
25 - 26	Give initial courses for administrators (4 wks.)
26 - 27	Conduct advanced classes (4 wks.)
26 - 28	Acquire hardware (U.T. by 3/1/67, St. Mary's by 7/1/67)

COMPUTER ASSISTED INSTRUCTION

1 - 29	Train staff at each of nine sites (1 wk.)
29 - 30	Install nine terminals connected to IBM 1440 *
29 - 31	Conduct on-site workshops at terminal sites (3 da.)
31 - 32	Furnish programmers at each site
31 - 34	Furnish machine operators at each site
31 - 33	Initiate data processing procedures to students

*1/1/67	one terminal in San Angelo ISD
3/1/67	two terminals in Austin ISD
	one terminal at T.C.U.
	one terminal in San Antonio ISD
5/1/67	one terminal in Bossier City Parrish Schools
7/1/67	one terminal at A & M with CATE Project
10/1/67	one terminal at A & M with CATE Project
	one terminal in Houston ISD

PERT NETWORK FOR APPICATIONS OF TECHNOLOGY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ADMINISTRATION

The full responsibility for leadership and direction of the Laboratory resides in the Board of Directors, and the internal affairs of the corporation are operated according to the policies of the Board. The Board adopts bylaws governing the affairs of the Laboratory which include, but are not limited to, matters concerning membership, meetings, the organization of the Board of Directors, officers of the corporation; responsibility for program planning, execution, and evaluation; the selection of the staff; fiscal responsibilities, and related matters.

The affairs of the corporation are managed by the Board of Directors which serves as the legislative, policy forming, and evaluative body of the Laboratory. The primary purpose and function of the Board is to implement the purposes of the Laboratory. It selects and gives guidance to a professional staff to administer and conduct the business of the Laboratory. Members of the staff serve at the pleasure of the Board of Directors.

In order to implement the purposes of the Laboratory, the Board of Directors makes extensive use of advisory groups, committees, and special consultants. Each is authorized and appointed by the Board of Directors on the recommendation of the Executive Director of the Laboratory. Persons selected for these appointments are generally recognized for outstanding competence in the specific field or fields in which their advice is sought.

The nine Area Advisory Councils composed of 24 representatives of elementary, secondary, and higher education, are the only standing committees of the Laboratory with members having specific terms of office. Continuous ad hoc committees, with membership changing as needs dictate, have been used during the period covered by this report. They are the Regional Citizens Advisory Committee on Intercultural Education which advises the Board with respect to program priorities, and the Technical Advisory Committee which advises the staff with respect to program design.

The Executive Director is selected by the Board of Directors and he directs the professional staff. Responsibility and authority for administration of the Laboratory within policies established by the Board is vested in the Executive Director by the Board of Directors. The Executive Director is responsible for all Laboratory activities and exercises this responsibility largely through day-to-day supervision of the Associate Directors for Educational Planning and Implementation, Research and Evaluation, Dissemination, and the Business Manager. These individuals report directly to the Executive Director and together they comprise the Executive Planning Committee.

As the administrative officer of the Board, the Executive Director reports to the Board and assists the Board in effectively performing its duties and responsibilities. He interprets the policies of the Board and establishes procedures for efficient administration and management of Laboratory affairs.

The Executive Director works directly with advisory groups, committees and special consultants appointed by the Board to assure effective discharge of their duties and responsibilities.

The Executive Director is authorized by the Board to sign all agreements and contracts as the official representative of the corporation.

The Executive Director is authorized by the Board of Directors to enter into agreements and contracts with other institutions and agencies subject to ratification by the Board.

Other staff appointments are authorized and made by the Board of Directors upon recommendation of the Executive Director. Responsibility and authority of all members of the staff are delegated directly or indirectly, by the Executive Director.

Appointments and Organizational Changes in Office of Executive Director

- appointment of full-time Business Manager.
- appointment of Assistant to the Executive Director, formerly Assistant for Program Development, with offices in Baton Rouge, Louisiana
- reorganization and transfer to Advisory Services to Division of Dissemination in new unit -- Planned Educational Change Component
- appointment of full-time Resource Development Specialist
- establishment of Communications Center as part of reorganization of secretarial services and administrative assistance: three IBM Magnetic Tape Selectric Typewriters with operators, supervisor, and telephone dial dictation for processing; senior administrative secretaries assigned as Administrative Assistants to Divisions to assist in production.

DIVISION OF EDUCATIONAL PLANNING AND IMPLEMENTATION

ACCOMPLISHMENTS AND PLANS

Purpose and Expected Outcome

The goal of the Laboratory is to develop in Texas and Louisiana a new educational institution which effects desirable educational changes within the program focus established by the Board of Directors and within the potential of the Laboratory's resources. The Division of Educational Planning and Implementation coordinates the development and operation of the Laboratory programs which are intended to facilitate these changes.

The Laboratory strategy is to develop, demonstrate, and disseminate the innovative and exemplary educational programs wherever they can be found or established. The development of such programs requires creative educational planning-educational engineering, and their demonstration requires effective program management. This Division's two long range objectives are to direct the initial planning and re-planning of Laboratory programs, and to direct the management of programs after they have been planned and adapted to demonstration sites. The following short range objectives indicate the work of the Division:

(1) To refine or redesign each existing model program in the light of information received from continuous evaluation and demonstration experience. Criteria for achieving this objective include the introduction of new concepts related to intercultural education and of programs that are innovative.

(2) To improve the competence of Laboratory planning and program staffs in their use of modern management techniques. The Program Evaluating Review Technique (PERT) and the Planning-Programming-Budgeting system (a tool to determine the cost of educational products), and other approaches will be employed.

(3) To initiate and operate machinery which facilitates effective decicion-making in planning and re-planning programs and in program management and which utilizes effectively information from program evaluation. Besides providing effective internal communication within the Laboratory, the machinery for decision-making should facilitate goodwill, internally as well as externally.

(4) To coordinate the Laboratory's program with the programs of other institutions that have compatible goals. One criterion for achieving this objective is the clear indication that re-planning of all Laboratory programs has been done after giving consideration to information about the appropriate programs of other institutions.

Strategy and Procedures

Educational planning is a continuing process, always under way yet never complete. Initial planning evolves toward a tentative plan or design which then becomes the baseline for continuing evaluation of the product: the innovative or exemplary program. The tentative plan for putting the program into operation also serves to evaluate the planning process which generated the model program. Educational management must be considered in the planning and evaluation processes --- management provides techniques for monitoring the operation of Laboratory programs, and it supplies information on practical results which can be incorporated into the evaluation process to facilitate re-planning. The Laboratory's educational planning and management machinery is designed to accelerate decision-making and to provide information in usable form at appropriate time intervals in order to make wise decisions regarding programs.

Description of Accomplishments

For the past 16 months, the major program planning activities of the Laboratory have included: identifying educational problems and resources in the Region; establishing a problem focus that directs needed educational changes; designing models for innovative and exemplary educational programs to meet identified regional needs; and adapting these model programs to selected pilot and demonstration sites in the Region.

The problem focus of the Laboratory, intercultural education, has guided the plans for specific program activities and the patterns for cooperation among these activities that will coalesce in a functional, coordinated total program. Basic to the Laboratory's program planning efforts has been extensive involvement of resources outside of the Laboratory staff--more than 300 professional and lay advisors have contributed to conceptualizing the Laboratory program. Because the effectiveness of the Laboratory is reflected largely in its program, improving its planning capability is fundamental to continued success.

Prior to May 1, 1967, the functions of program planning, program management, and program evaluation were all in one division. As the program concept materialized, activities were adapted to 18 sites in the Region, and the program functions were allocated to two divisions--Division of Educational Planning and Implementation and the Division of Evaluation and Research. The transition to the new management structure was made with ease and the two divisions began separate operations. Accomplishments of the Division of Planning and Implementation since May 1, 1967, include:

(1) All authorized positions were filled --- four professional staff members and an Administrative Assistant --- with fully qualified and experienced staff members.

(2) Evaluations of monthly staff meetings indicate that they have been helpful in improving communications regarding Laboratory programs and in increasing understanding of the Laboratory's role in Texas and Louisiana, and in the educational enterprise.

(3) Two or more meetings have been held with all directors of Laboratory programs in each month --- June, July, and August, 1967. These meetings are a vital part of the program planning and decision-making processes of the Laboratory. The Division's Associate Director, along with the Executive Director and other Associate Directors, form an Executive Planning Committee to which ideas and suggestions are channeled and from which program information and administrative policies are received.

(4) The staff has assisted program directors through on-site consultations with school officials in Laboratory program sites. These meetings have included such activities as meeting with program advisory groups; conferring with superintendents and others regarding the Laboratory's programs and plans; and observing Laboratory programs.

(5) The Associate Director has made three major addresses at large meetings of school administrators on the subject of educational planning. Much valuable information on educational planning and management has been collected and will be used in planning Laboratory programs.

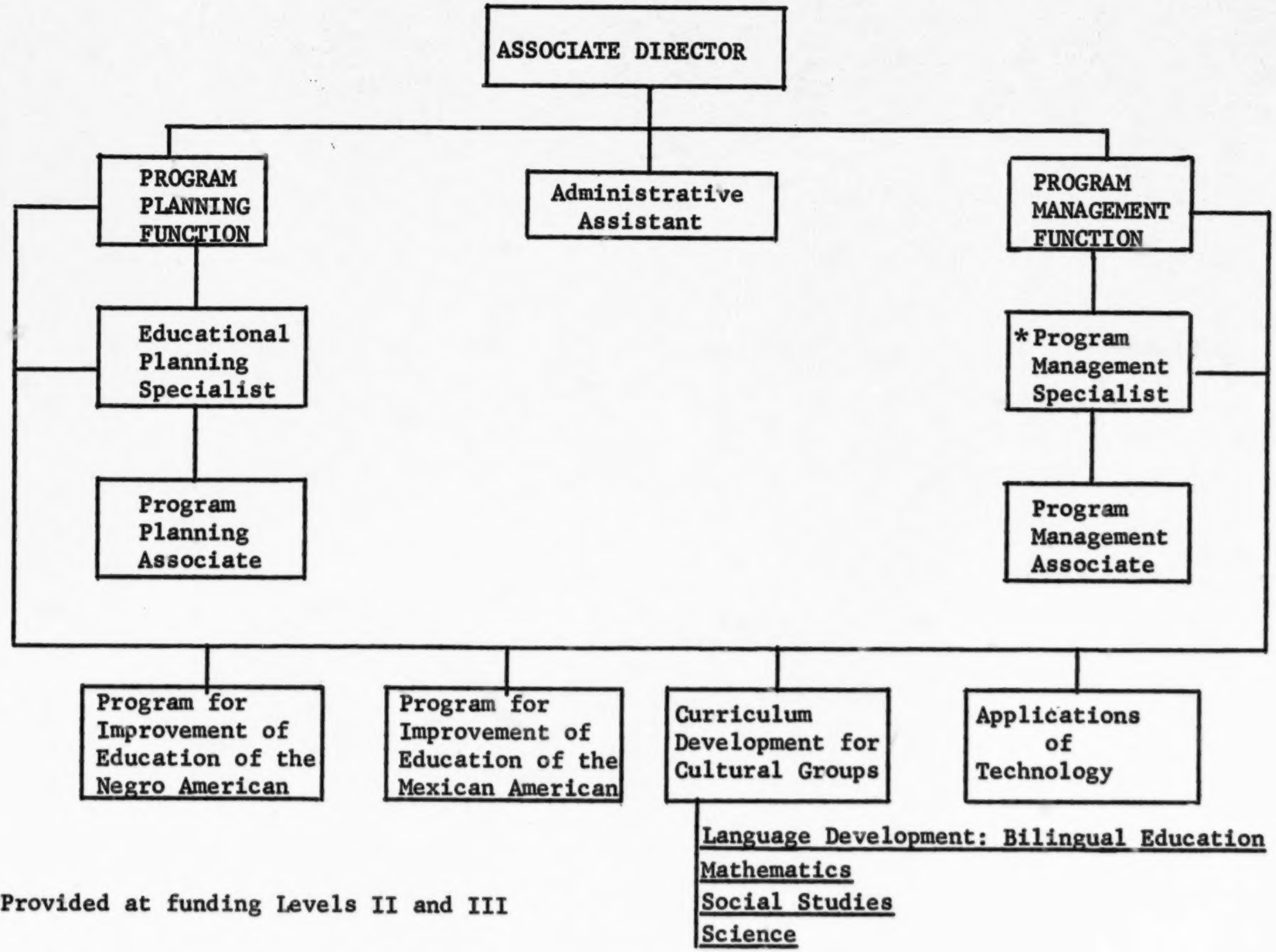
(6) The Associate Director participated in a five-day seminar on application of planning and management techniques to education. Among the topics studied were Program Evaluation Review Technique and systems analysis and synthesis.

(7) The staff helped an exemplary center to improve educational opportunities for Negro children, Ages Three-Eight for the Tyler Independent School District. Funding under ESEA, Title III, was requested and approved to supplement SEDL and local funds for operation of the center. Two of the Laboratory's model programs were adapted to meet the community's unique needs--a Staff Development Program for 64 teachers assigned to Grades One-Three and a Model Early Childhood Education Program for children Ages Three and Four.

(8) The staff has prepared proposals for funding SEDL model programs under the Economic Opportunity Act in order to strengthen operational Laboratory-funded programs and to extend the programs to new sites.

DIVISION OF EDUCATIONAL PLANING AND IMPLEMENTATION

ORGANIZATION CHART


ASSOCIATE DIRECTOR
PROGRAM PLANNING FUNCTION
Administrative Assistant
PROGRAM MANAGEMENT FUNCTION
Educational Planning Specialist
*Program Management Specialist
Program Planning Associate
Program Management Associate
Program for Improvement of Education of the Negro American
Program for Improvement of Education of the Mexican American
Curriculum Development for Cultural Groups
Applications of Technology
Language Development: Bilingual Education
Mathematics
Social Studies
Science

*Provided at funding Levels II and III

DIVISION OF RESEARCH AND EVALUATION

ACCOMPLISHMENTS AND PLANS

Purpose and Expected Outcomes

The Laboratory has adopted a general goal of developing a new institution in Texas and Louisiana which will effect desirable changes in education as established by the Board of Directors. The changes emphasized are those within the problem focus of intercultural education and the financial resources of the Laboratory. In order to initiate changes the Laboratory has adopted a strategy based on developing and testing, demonstrating, and disseminating information about model innovative and exemplary educational programs. The role of the Division of Research and Evaluation is to bring about evaluation of the programs in order to document their successes and failures, to bring about evaluation of the institutional processes, and to conduct research that impinges upon the impact of the Laboratory.

The long range goals of the R & E Division are (1) to set in motion a system of obtaining continuous documentary evidence on which to base judgments about processes and products of programs that will influence replanning, (2) to cause the development of a planned systematic analysis of the Laboratory and its role, coordinated by all major staff leaders, that will influence the direction and strategies of the Laboratory as an institution, and (3) to plan and conduct systematic studies of the diffusion process that will result in improvements in demonstration and dissemination strategies.

Short range objectives include:

(1) completion of the first phase of a continuous feedback evaluation system for each program that will effect changes in the processes of each program.

(2) completion of the first phase of evaluation designed to document product development, the results of which should produce changes in planning for the next year.

(3) completion of the first phase of the study of diffusion of Laboratory activities in the two states. The study involves developing baseline data and identifying trends of activities related to the Laboratory's programs, beginning in 1963 before the advent of O.E.O. Headstart projects.

(4) completion of the first phase of staff development activities designed to develop staff competencies in planning for evaluation, specifying objectives, and using the products of evaluation to replan.

(5) completion of an intensive evaluation of each teacher institute held during the summer of 1968 to provide inservice education for teachers in bilingual and bidialectic programs of the Laboratory (six of these are applied for through NDEA Title XI for the summer of 1968).

(6) completion of the two-state study of teachers and programs for disadvantaged (Title I), and dissemination of results as planned by a two-state steering committee.

(7) completion of recommendations for programs and staffing patterns on projects for disadvantaged and for training programs to prepare teachers and paraprofessionals who will work with disadvantaged children.

(8) completion of such research and reports as are necessary to assist the top management and the Board of Directors of the Laboratory in making decisions about the initiation of new programs or modification of current programs.

Strategy and Procedures

The R & E Division plans to accomplish its goals by developing a reservoir of technical staff capable of conducting research and of assisting program personnel in the design of evaluation strategies, the analysis of data, and the development of reports. The Associate Director meets with each Program Director periodically to develop plans for evaluating programs. Consultant teams are utilized to provide additional technical assistance in design and analysis. The Associate Director maintains effective communication with the Executive Director and all Division heads to assure appropriate use of evaluation results.

The effort is aimed at getting the appropriate information to the appropriate people at the vital time. Efforts are also made through papers presented at staff meetings and special seminars to improve general staff capabilities in specifying objectives and utilizing the results of evaluation in planning

Finally, members of the staff maintain good relations with other research organizations in both the Region and the Nation to avoid duplication of effort and to multiply our impact.

Description of Accomplishments

The Division of Research and Evaluation was established on May 1, 1967, with two staff members--the director and an administrative assistant. Since that time the following activities have occurred:

(1) The Division has been staffed with seven of the projected nine staff members (six full time), with the other two (one full time, one one-third time) expected to be employed soon.

(2) A scope and function document has been developed and revised outlining the organization components, function of the Division, and staff functions and responsibilities.

(3) A statement of criteria and procedure for approval of programs and allocation of resources was developed. Many general Laboratory staff members, including all top management, were involved and the document was examined, revised, and approved as a guide by the Board of Directors.

(4) On-site visits have been made at eight sites with Program Directors to assist in site selection and negotiation for budgetary assistance from the cooperating schools.

(5) Meetings have been held with each Program Director and his staff to initiate a plan for program evaluation.

(6) A planned program to develop evaluation concepts and techniques in the entire Laboratory staff has been initiated entailing:

    (a) papers presented and discussions held at regular monthly staff meetings

    (b) evaluation seminars

    (c) meetings with individual Program Directors.

(7) An evaluation of the Bilingual Institute for Primary Grade Teachers, held in San Antonio, Texas in the summer of 1967 was completed.

(8) Participant feedback evaluation of regular monthly staff meetings has been conducted.

(9) The staff assisted in the design of a Title III project at Tyler. This project complements components of the Laboratory's model demonstration for early childhood education and staff development in predominately Negro schools in Tyler.

(10) The staff assisted in the design of the evaluation research of the Corpus Christi Follow Through project proposal which has been funded by the Office of Economic Opportunity for Grade One, to obtain a test of the Laboratory's bilingual curriculum against an improved English as a second language curriculum.

(11) The Associate Director coordinated work of the Project Director and assisted in the design of instruments for the two-state research project to study school projects and teacher programs for disadvantaged students. The staff did analysis of data and report preparation. The study includes training programs for, and use of teacher aides and other paraprofessionals. (Funded by AACTE, Texas and Louisiana State Departments of Education, $30,000)

(12) The staff designed data-gathering instruments for survey, recruitment, and selection of participants in the Mexican American Teacher Education Program at Texas Technological College in Lubbock.

(13) The staff began developing an overall plan for structuring evaluation. The plan will utilize evaluation design teams of consultants to assist the R & E staff and Program Directors in developing models for evaluation.

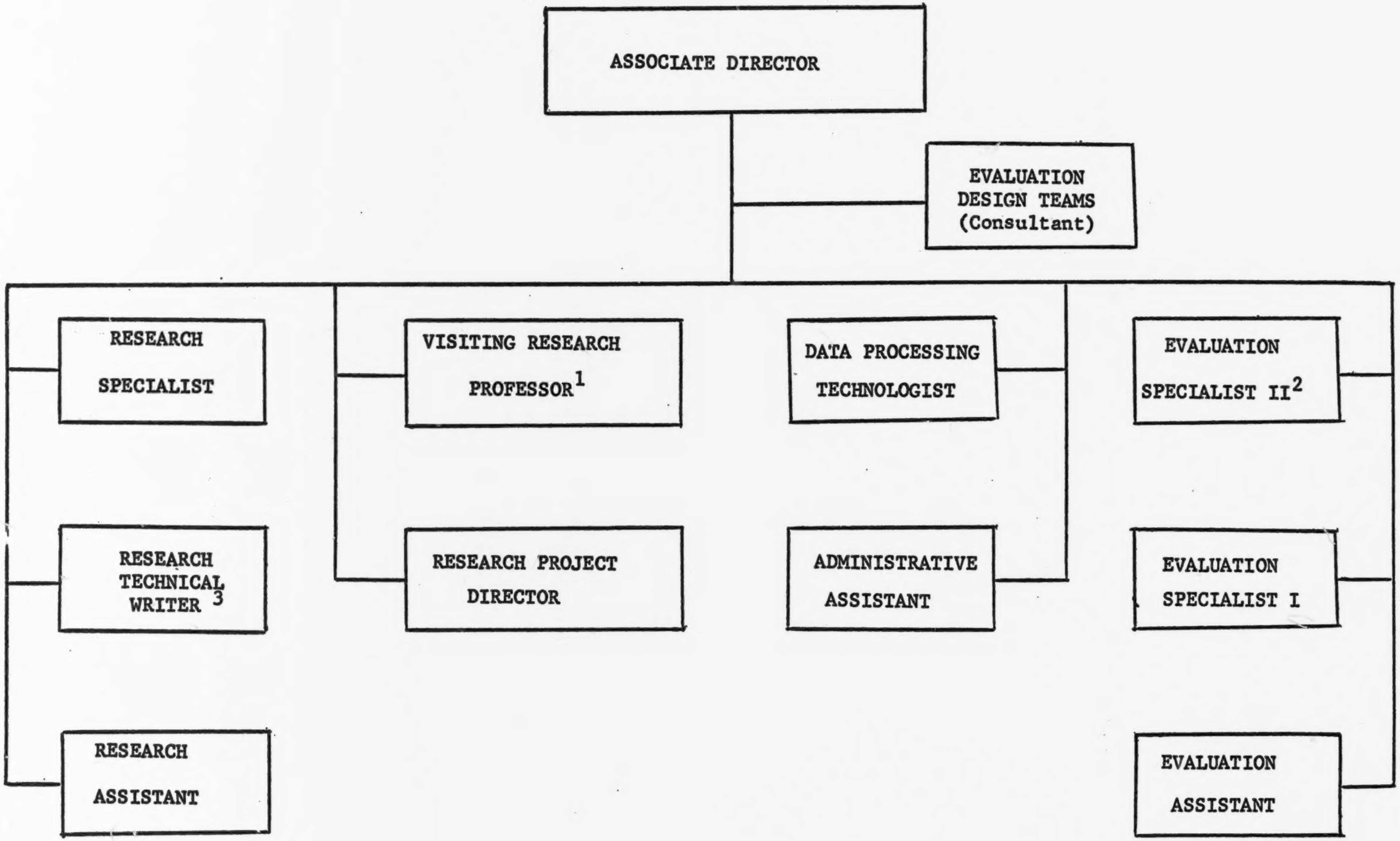
(14) A study of diffusion was initiated by gathering baseline data and identifying trends in activities related to, but separate from, Laboratory programs in the two states.

(15) A study of the diffusion process of Laboratory concepts, models and activities was initiated.

(16) A file of tests is being developed suitable for measuring cognitive development, social maturity, and language development of young children aged three to eight--also teacher attitude and language development, oral and written.

(17) An analysis of tests is underway to determine usefulness, cost, and availability.

DIVISION OF RESEARCH AND EVALUATION


ASSOCIATE DIRECTOR
EVALUATION DESIGN TEAMS (Consultant)
RESEARCH SPECIALIST
RESEARCH TECHNICAL WRITER 3
RESEARCH ASSISTANT
VISITING RESEARCH PROFESSOR 1
RESEARCH PROJECT DIRECTOR
DATA PROCESSING TECHNOLOGIST
ADMINISTRATIVE ASSISTANT
EVALUATION SPECIALIST II 2
EVALUATION SPECIALIST I
EVALUATION ASSISTANT

1 Part time
2 One-half time
3 Level II Budget

August, 1967

DIVISION OF DISSEMINATION

ACCOMPLISHMENTS AND PLANS

Rationale

The difficulty of gaining the attention of people --- even for the most worthwhile ideas and programs --- is characteristic of the educational professions. Too often important and meaningful research goes begging for the wider application it deserves. Long overdue and needed change is put off until tomorrow, and even until next year or next decade.

A word for giving the Laboratory programs more impact in more and more school districts throughout Texas and Louisiana is diffusion --- of staff, of demonstrations, ideas, and curriculum materials. Without a bold and energetic program of dissemination, teachers and school administrators would be reluctant to join hands in this effort to infuse meritorious programs into the schools of these two states and beyond.

From the beginning of the Regional Laboratory concept, Dissemination has been a pillar of a triumvirate --- Development, Research, and Dissemination. Unless the school decision makers understand and accept for trial the programs spawned from Research and Development, these programs go for naught.

The need for sagacious dissemination is especially evident for a Laboratory with a problem focus reaching to the heart of intercultural conflicts. Opportunities for misunderstandings and, therefore, non-cooperation are abundant for any program touching on the problems of ethnic groups. A dissemination effort that sets forth the educational, rather than political or sentimental, aspects of the Laboratory's goals and accomplishments is imperative.

Purpose and Expected Outcomes

Objectives of the Division of Dissemination are to project the Laboratory as a dynamic force --- both catalytic and active --- in education in Texas and Louisiana and to gain acceptance for exemplary programs. It also seeks to encourage other institutions to join efforts to improve educational opportunities for boys and girls whose opportunities in the past have been limited by cultural, economic, and language factors.

The Division of Dissemination works to promote a climate for educational assessment and creativity, and a respect for innovation among the school people of the Region.

It strives to produce printed materials that are attractive and communicate clearly, video and film materials that, in themselves, are aids to teaching and learning. The Division services the operation programs of the Laboratory by providing production and technical support of professional competence.

Dissemination also has the responsibility of internal, as well as external, communication. With a Region as large as Texas and Louisiana, overcoming the distance hurdle is a major task.

Strategy and Procedures

As all of the Laboratory programs have become operational, the emphasis of the Division of Dissemination is shifting from an informational role to that of a stimulator of change. Immediate emphasis will be given to systems approaches directed toward planned change in educational practice.

The Division now includes the Area Consultants and the Area Advisory Councils whose chief future responsibilities are to stimulate innovations in the schools of Texas and Louisiana with large enrollments of boys and girls from the target populations.

Through demonstrations of exemplary practices, through films of meritorious classroom techniques, through area conferences devoted to promulgating new and worthwhile practices, the Laboratory constituency in the field will be agents of dissemination.

Also, in the months ahead, the Division of Dissemination will take an ever increasing responsibility for the production of instructional materials. With program equipment money from the U. S. Office of Education, the Laboratory has the capability of producing transparencies, 8mm and 16mm film strips, slides, audio tapes, and broadcast quality video tapes. With this equipment, the Division of Dissemination will produce materials for Curriculum Development for Cultural Groups and for the Demonstration Programs for the Improvement of Education for the Negro and the Mexican American.

During the coming year, the Division proposes to expand production of materials needed in the day-to-day operation of Laboratory programs.

It will continue its informational services and expand the internal communication network of the Laboratory with regular reports from the Executive Director to the Board of Directors. An internal newsletter will keep personnel in each of the Divisions and Programs aware of the work in other Divisions and Programs. The Division of Dissemination has a responsibility to keep the Laboratory, as it grows into a more complex operation, with a feeling of common purpose.

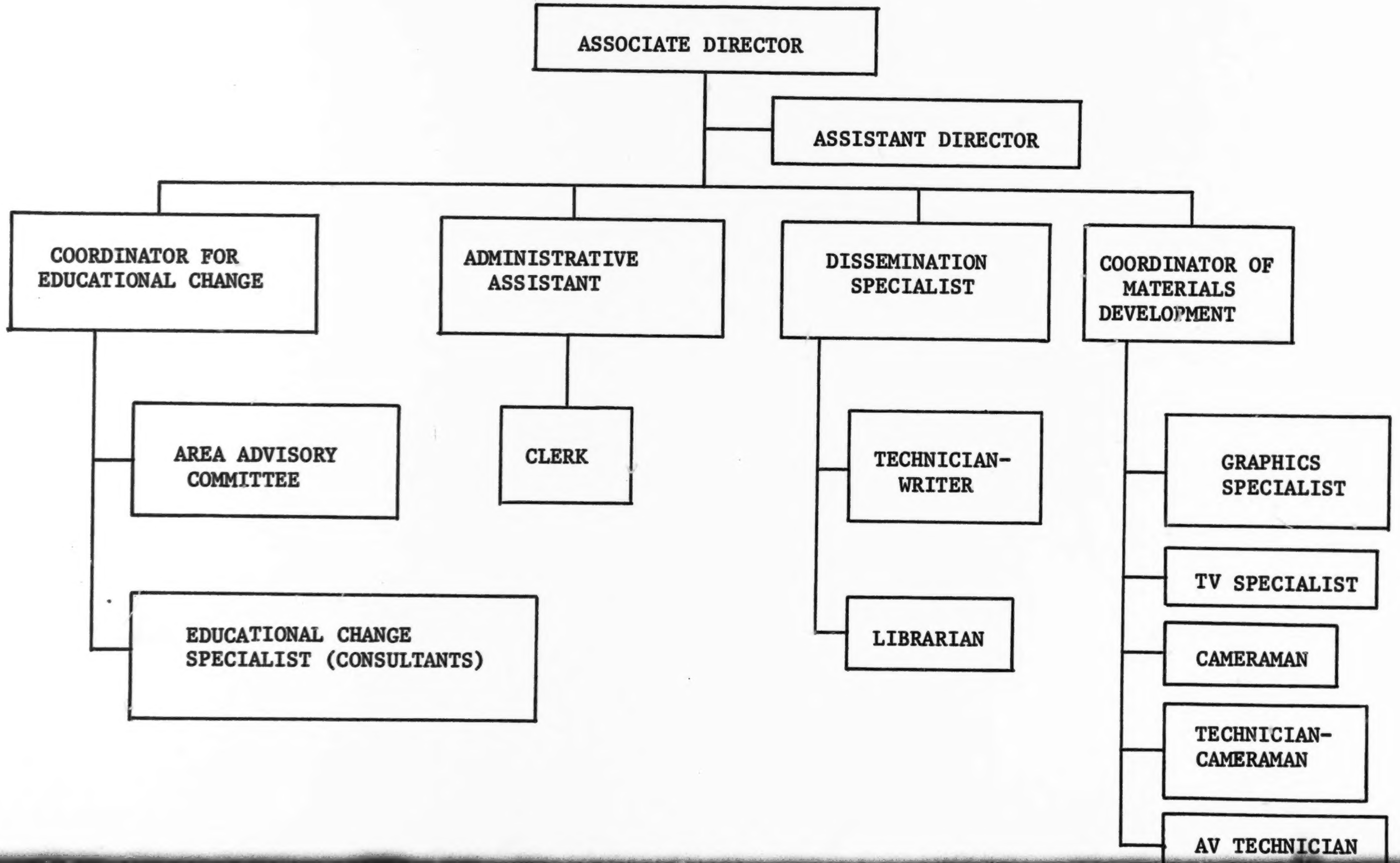
The Dissemination Division is a part of a national information network including the other 19 Regional Laboratories and anticipates receiving a considerable flow of useful research information from the other Laboratories.

Description of Accomplishments

During the past year, the Division of Dissemination has distributed five newsletters (PROJECTions), written and distributed 30 news releases to all newspapers and broadcast media in Texas and Louisiana; prepared visuals for hundreds of speeches and presentations to many groups, ranging from heads of teacher education institutions to civic clubs, from school superintendents to classroom teachers; prepared the programs for and edited the Proceedings of both the Laboratory-sponsored Texas Conference for the Mexican American and the National Conference of Directors of Regional Laboratories; provided technical assistance in production of curriculum materials for the Mexican American instructional programs; written and had published articles in educational journals (e.g., The Texas Parent-Teacher and the Texas Outlook); edited numerous reports for staff members, written and produced a film describing the Laboratory's program emphases; prepared for publication the first in a Monograph series, "Education and Social Change" (now being printed).

The Division tells the Laboratory story on many levels --- to the public and to the educational community --- and provides technical services for the production of instructional materials for the various programs. It is responsible for all printing, television and film production, and editing services of the Laboratory.

DIVISION OF DISSEMINATION


ASSOCIATE DIRECTOR
ASSISTANT DIRECTOR
COORDINATOR FOR EDUCATIONAL CHANGE
ADMINISTRATIVE ASSISTANT
DISSEMINATION SPECIALIST
COORDINATOR OF MATERIALS DEVELOPMENT
AREA ADVISORY COMMITTEE
EDUCATIONAL CHANGE SPECIALIST (CONSULTANTS)
CLERK
TECHNICIAN-WRITER
LIBRARIAN
GRAPHICS SPECIALIST
TV SPECIALIST
CAMERAMAN
TECHNICIAN-CAMERAMAN
AV TECHNICIAN

STAFF DEVELOPMENT AND INTERNATIONAL EDUCATION PROJECT

Rationale

This project provides an internal assessment and development mechanism that keeps the Southwest Educational Development Laboratory on course with its objectives. Through this Project the Laboratory staff is made continuously cognizant of the program focus on Intercultural Education.

An Interdisciplinary Committee is responsible for providing leadership in these staff development activities. Available talent and resources have been inventoried in such fields as anthropology, sociology, cultural geography, and psychology. A systematic probing of the Laboratory's activities is needed from the point of view of each discipline represented.

The project provides interdisciplinary discussion of the most fundamental issues of Intercultural Education. An alliance of talent and experience is prerequisite to the scholarly study of cultural identity. Change often proceeds in a course unrelated to the work of professional educators.

Social action is shaped in part by value assumptions and concepts of cultural identity, political, economic, and social factors. Interdisciplinary studies are being designed to provide an insight into the intellectual environment that is most effective, thus validating, refining, or disproving these value assumptions and concepts.

Purpose and Expected Outcomes

Some major purposes of the Project are (1) to determine the intellectual environment that is most effective in planning strategy for reaching the Laboratory's objectives, and (2) to understand the real-life environment in which the tactics for implementation will proceed. The studies are a serious and provocative exploration of the important issues which impede or facilitate the Laboratory's programs. The staff development study programs will explore general issues of cultural identity and change, with particular emphasis on educational problems of the Negro American, Mexican American, French American, and disadvantaged Anglo American.

The Project encompasses four general areas of activity: (1) Staff Development, (2) Consultation and Evaluation, (3) Research, and (4) International Education Program Development.

The fourth item may be regarded as a profitable outcome --- an extra dividend which is surplus to the central purposes of staff development. Having a productive objective in mind, the staff is likely to absorb more benefits from this type of study.

Staff Development is a primary objective of the Project. The multidisciplinary committee will direct Laboratory personnel into study activities that will sharpen their understanding of cultural change. Experimental forms of collaboration between educators and other academic specialists will be tried. The educators who are producing change (or should be) will be involved in continuous intellectual dialogue with the academic specialists who are studying cultural change. The dialogues will include persons from within the cultural group who are interpreting change from the practical, participating point of view.

Consultation and Evaluation will involve members of the Laboratory staff, the International Education Development Committee, and others with appropriate consultative talents. The provision for consultation services in the various aspects of social change, where such needs arise, will bring to the staff new concepts both of factors that affect education and of appropriate techniques for effecting educational change.

The Research to be performed will contribute to staff development. Study will be devoted primarily to the collection, evaluation, and dissemination of information relevant to cultural understanding and change. Reports will be produced for use in seminars and study units. These activities are designed to increase the understanding and knowledge of staff, Board members, and advisory groups.

The collection and evaluation function of research may be initiated by a specific staff request or by a member of the Committee. (Both staff and committee requests will be channeled through the Executive Director.) This function will evolve as the result of a recognized need for studies which will contribute to the understanding of cultural identity and change as related to education.

The International Education component of this project devotes itself, at least in the primary stages of the Laboratory development, to the support of exploratory planning activities designed to identify objectives for International Education that are appropriate to the problem focus and program emphasis of the Laboratory.

The Laboratory is in a unique position to make a significant contribution to the development of cooperative programs with other countries. The relevance of the problem focus of the Laboratory, the geographical proximity of the Laboratory's Region to Mexico and South America, and the institutional resources of the Region suggest unusual capabilities for responding to International

Education opportunities. In addition, the Laboratory's administration remains aware of the fact that International Education has been given high priority by the Federal government for future development. Initial emphasis will be given to developing cooperative programs with Mexico.

Strategy and Procedures

The fulfillment of the purposes outlined above is dependent upon a capable staff of the Project. Such a staff has been assembled consisting of three part-time consultants and one full-time Research Associate. Graduate research assistants from several institutions will be utilized to assist in research. The three consultants represent the disciplines of anthropology, education, government, and sociology. The full-time employee's duties include research and the writing of technical reports.

Immediate objectives of the Project staff include the following:

(1) Complete bibliographic studies relevant to cultural groups and social and cultural change.

(2) Guidelines for problems of cultural change common to the various programs.

(3) A plan for research which has implications for staff development, program planning, and program implementation.

(4) Seminars on the basic concepts and practical problems of cultural and social change with specific application to programs of the Laboratory. Suggested topics for these seminars, to be made available to Laboratory staff, Board members, and advisory committee members, include (a) Nature of culture, (b) Social-organization and structure, (c) Social and cultural participation related to ethnic, race, and socio-economic minorities, and (e) Application of conceptual schemes to specific programs.

Description of Accomplishments

The Staff and International Education Development Project was originally established with a part-time director and a full-time research associate. Dr. John Orr, the first director resigned when he accepted a position outside the Region. He has been succeeded by Dr. Al Bertrand, Louisiana State University. The activities of the project to date include:

(1) Preparation of status reports.

(2) A major orientation seminar, "Education and Social Change," May 5-6, 1967, at which the following position papers were presented and later published: "Goals in Intercultural Education," David Little, Yale University; "The Social and Political Dimension in Intercultural Contact," Lawrence Goodwyn, Austin, Texas; "Politics and Social Change:, Irving Aurowitz, Sociologist, Washington University; "The Negro and Mexican American Family and Intercultural Education," Munro Edmonson, Anthropologist, Tulane University: "Techniques of Social Change," Kenneth Marshall, MARC Research Corporation, New York.

(3) Preparation of background papers on social studies change in education which were bound and presented to participants at the above mentioned conference.

(4) Research, conducted on:

- a) Negro culture in America
- b) Anthropology in Education

(5) Consultative assistance to other members of the Laboratory staff.

(6) Compilation of an extensive annotated bibliography on Negro education.

(7) Development of a glossary of operational definitions for the staff development function of the Project.

(8) Identification of aspects of cultural change reflected in various program statements.

(9) Development of seminars for SEDL staff members which will present concepts and models of social and cultural change together with reviews of relevant research.

(10) Development of a succinct statement of the basic philosophical premise upon which the SEDL and its various programs are based.

(11) Development of an overall project plan.

(12) Staff Development Conference in Austin, October 26-27, at which these subjects were discussed: "The Process of Acceptance of Innovation," "The Process of Instigated Social Action," and "Social Organization and Social Interaction."

MAJOR DEVELOPMENTS

While the Southwest Educational Development Laboratory has never faltered from its main purposes and objectives, it has during the past year shifted in some respects the ways in which these objectives are pursued. These shifts indicate a maturing of the Laboratory as an institution and the differences in the strategies of an institution in its developmental stages and one which is operating a program of significance.

There are three major developments and changes in the Laboratory as an institution:

1. Changes in the roles of the field staff members.
2. Establishment of a Division of Research and Evaluation.
3. Movement of the Staff Development component to the status of a program support activity budgeted under Administration.

Field Staff Changes

When the Laboratory was first organized, its first staff members included nine Area Coordinators. They lived in the nine geographical areas of the Laboratory and were on joint appointments--half time with the Laboratory and half time with the college or university from which the individual was recruited.

Area Coordinators were primarily responsible for organizational work--recruiting institutional members for the Laboratory, organizing Area Advisory Councils, and acquainting professional educators and laymen with the Laboratory and its goals.

As the Laboratory matured into an operating concern and as its work became well known throughout the Region, the main tasks in the various geographical areas changed from organization and recruitment of institutional members to (1) the dissemination of innovations in education, (2) describing techniques for improving school performances for the target populations, and (3) engineering desirable changes.

The Area Coordinators went off the Laboratory payroll June 1, 1967, and returned to full time appointments with their colleges and universities. However, they remain available to the Laboratory as consultants -- Educational

Change Specialists. Their new responsibilities with the Laboratory are to diffuse the Laboratory's programs, as well as other meritorious practices, throughout their geographical areas.

At the same time, the work of Area Advisory Councils -- composed of 24 professional educators from all levels of the educational world, elementary, secondary, and higher education -- was changed. These groups were given an additional assignment -- to function as agents of change in their geographical areas.

Division of Research and Evaluation

Another evidence of maturing of the Laboratory was the establishment during the year of its Division of Research and Evaluation. From the beginning, the work of the Laboratory was viewed as three-pronged: Development, Research, and Dissemination.

Methods of evaluation were required as the programs of the Laboratory became operational. As each program was instituted, a built-in plan of evaluation was included in the program.

The Associate Director for Research and Evaluation and his staff work directly with program planners during every phase of their operation. Criteri were developed for program adoption, and criteria were developed to judge the expected outcomes of each program at many different points in time.

This Division has the responsibility for keeping the Laboratory staff acquainted with the newest developments in educational research wherever it may occur and in developing ways of researching, through appropriate instruments and designs, the Laboratory's own programs.

Staff Development

In the original program planning activities of the Laboratory, a staff development operation -- then called Interdisciplinary Studies in Intercultural-International Education -- was developed as a separate program of the Laboratory.

This staff development program sought to bring together the best and latest thinking about intercultural education -- from sociologists, psychologists, philosophers, political scientists, anthropologists -- so the staff of the Laboratory would understand the broad and interdisciplinary facets of the work they have undertaken.

Outstanding persons in many fields were brought together in Houston for a staff development conference entitled "Education and Social Change."

While agreeing that continuing staff development is needed in the Laboratory organization, the Board of Directors decided it should not be established as a "Program" in the same sense as other approved Programs.

After careful study of the role of staff development of an intercultural nature, this component was established as a program support activity of administration with responsibilities to each program area.